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DEVELOPMENT OF INTEGRITY CHARACTER EDUCATION GUIDEBOOK BASED ON TRADITIONAL GAMES FOR 10-12 YEAR OLD CHILDREN

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Abstract

Moral decadence that occurs in the scope of schools, such as bullying, cheating, plagiarism, corruption, and so on, shows the lack of integrity in school-age children. Awareness of integrity needs to develop from an early age. This study aims to create a traditional game-based integrity character education guidebook and determine the quality and effect of its application on the integrity character of children aged 10-12 years. This research was conducted using the ADDIE-type Research and Development (R&D) method. The data were analyzed qualitatively and quantitatively to identify and describe the impact's significance, magnitude, and effectiveness of the implementation. The researchers involved ten students of SD Negeri Jonggrangan at Jonggrangan, Sendangmulyo, Minggir, Sleman as research subjects. The results of research and development of a traditional game-based integrity character education guidebook based on the five steps of ADDIE show (1) the guidebook consider to have "Very good" quality and recommendation "no need to be revised" by nine validators, (2) the application of the guidebook shows results which is significant, has a "big effect" based on the Pearson correlation test and has "high" effectiveness based on the results of the N-gain score test. This study concludes that a traditional game-based integrity character guidebook for children aged 10-12 years was developed based on the ADDIE type research stage, has a "Very good" quality and its application has an effect on the integrity character of children aged 10-12 years.

Keywords: character education; integrity; manual; traditional games

Abstrak

Dekadensi moral yang terjadi di lingkup sekolah, seperti bullying, menyontek, plagiasi, korupsi, tawuran, dan sebagainya menunjukkan kurangnya integritas pada anak usia sekolah. Kesadaran akan pentingnya integritas perlu dikembangkan sejak dini. Penelitian ini bertujuan untuk mengembangkan buku pedoman pendidikan karakter integritas berbasis permainan tradisional, mengetahui kualitas serta pengaruh penerapannya terhadap karakter integritas anak usia 10-12 tahun. Penelitian ini dilakukan menggunakan metode *Research and Development* (R&D) tipe ADDIE. Data penelitian dikumpulkan melalui teknik nontes dan tes menggunakan instrumen kuesioner terbuka, kuesioner tertutup, dan soal evaluasi penilaian diri. Data yang terkumpul dianalisis secara kualitatif dan kuantitatif untuk mengetahui dan menguraikan signifikansi, besar pengaruh, dan efektivitas dari penerapan buku pedoman. Peneliti melibatkan 10 siswa SD Negeri Jonggrangan yang beralamat di Jonggrangan, RT 01/RW 15, Sendangmulyo, Minggir, Sleman sebagai subjek penelitian. Hasil penelitian dan pengembangan buku pedoman pendidikan karakter integritas berbasis permainan tradisional berdasarkan lima langkah ADDIE menunjukkan (1) buku pedoman dinilai memiliki kualitas "Sangat baik" dan direkomendasi "Tidak perlu direvisi" oleh sembilan validator, (2) penerapan buku pedoman pendidikan karakter menunjukkan hasil yang signifikan, memiliki besar pengaruh yang tergolong "efek besar" berdasarkan uji korelasi *Pearson*, dan memiliki efektivitas yang tergolong "Tinggi" berdasarkan hasil uji *N-gain score*. Kesimpulan dari penelitian ini adalah buku pedoman karakter integritas berbasis permainan tradisional untuk anak usia 10-12 tahun yang dikembangkan berdasarkan tahap penelitian tipe ADDIE memiliki memiliki kualitas yang "Sangat baik" dan penerapan berpengaruh terhadap karakter integritas anak usia 10-12 tahun

Kata Kunci: pendidikan karakter; karakter integritas; buku pedoman; permainan tradisional

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Introduction

Character education is a polemic that has received much attention from various circles worldwide (Purnamasari, 2017). Attention to character education is not something that has only recently been discussed. Philosopher Aristotle (384 BC-322 BC) defined good character as a way of life with behavior that is right for oneself and others. (Lickona, 2013). Character education is any deliberate effort to help a person understand and practice specific values that are good for life (Sudrajat, 2011). (Sudrajat, 2011). The decline in public attention to character quality, especially among students, is indicated by immoral actions. The increasing number of moral violations in the school environment has become an urgency for the implementation of character education.

Schools are one of the institutions delegated as the organization of character education. Schools have a great responsibility to instill and develop character in students. (Sudrajat, 2011). Although students spend most of their time at school, the excellent character expected to grow and develop is not optimal. Moral decadence even occurs in the scope of the school, such as cases of bullying, cheating during exams, plagiarism, corruption, fights between students, and so on. (Taulabi & Mustofa, 2019). In the implementation of the 2019 Junior High School Examination, the Inspector General of the Ministry of Education and Culture Muchlis Rantoni stated that there were 55 cases of cheating involving students, supervisors, and schools organizing national exams. (Kemdikbud, 2019). Other cheating, such as collaboration and bribing others to do something, is also dishonest acts that students often do. (Festas et al., 2022). These behaviors are contrary to what is expected, according to the objectives of national education written in Law Number 20 of 2003 concerning the education system.

Some cases of moral decline mentioned earlier can occur due to low integrity character in students. The value character of integrity underlies the behavior of a person who can always be trusted in his words, attitudes, and actions and his commitment and loyalty to human and moral values (Kemdikbud, 2019: 9). A person with integrity indicated by a person who chooses to be himself, speaks only the truth, acts based on actual values, keeps commitments, is honest with himself, acts as he says, dislikes pretense, is responsible, and is dedicated to his duties (Peterson & Seligman, 2019: 9). (Peterson & Seligman, 2004). A person with integrity will choose to be themselves, and they do not change their principles or anything in themselves to look like someone else. Those with integrity will act by following their thoughts on the correct values, such as telling the truth, being honest and responsible, and completing their work with dedication.

The development of students as individuals with integrity character will be optimal if it is first based on theoretical studies that support the creation of effective learning for integrity character. Effective learning is a process of change experienced by a person in terms of cognitive, affective, and psychomotor obtained from experiences that are felt directly. (Yusuf, 2018). Providing opportunities for someone to actively construct and now experience their learning experience is supported by the constructivist approach with the figures of Jean Piaget and Vygotsky (Supardan, 2016). Based on the stage of development Piaget, children in the age range of 10-12 years are in the concrete operational development stage, which requires natural objects to gather experience (Ibda, 2015). Another constructivist figure, Vygotsky, supports learning that involves social interaction with others (Khodijah, 2016).

The freedom of individuals to actively build their experiences through various ways is agreed by the Brain-Based Learning (BBL) approach, which supports learning with multiple variations, stimulation, and fun activities. (Jensen, 2011). In addition, learning needs to be

designed to develop the skills required to face the challenges of the 21st century, such as critical thinking, creativity, communication, and collaboration (World Economic Forum, 2015). (World Economic Forum, 2015). Although education is prepared to face the challenges of the future, education in Indonesia must have evident cultural roots, as stated by the Father of National Education, Ki Hajar Dewantara. Culture-based character education will produce a reflection of good and noble character values (Hikmasari et al., 2015).

Based on several approaches and theories presented previously, ten effective learning indicators formulated that will underlie the preparation and development of learning activities in the product to be developed, namely 1) rich variety, 2) rich stimulation, 3) fun, 4) operational-concrete, 5) develop critical thinking, 6) creativity, 7) communication, 8) collaboration, 9) multicultural, and 10) develop character integrity. Activities that can cover these ten indicators are realized through traditional games. Traditional games unconsciously help build good character in children. Therefore children can learn independently without coercion (Maghfiroh, 2020).

Every region has games that local people have played for generations. Traditional games are all fun activities that are carried out using tools or not and are passed down from generation to generation as a means of entertainment that contains good values. (Iswinarti, 2017). Traditional games involve play activities that are very suitable for the characteristics of school-age children and can positively impact students through the experience of communicating and establishing relationships with peers (Triansyah & Gustian, 2020). (Triansyah & Gustian, 2020). In addition, playing traditional games will also significantly contribute to preserving the nation's cultural heritage.

Although all traditional games contain noble cultural values, the selection of games as educational tools must be considered so as not to be gender biased, SARA, violent, and bullying. Games that already meet academic criteria should be developed to be more structured so that the character education content is conveyed more optimally (Sugar & Sugar, 2002). (Sugar & Sugar, 2002). Therefore, the traditional games that have been selected will be packaged in a guidebook so that the basis for the application, educational content, and each step of application is arranged more systematically. The traditional game-based character education guidebook is a teaching material containing references to conducting traditional game activities emphasizing the habituation of good morals and morals. The developed guidebook will describe the theory underlying effective learning for integrity character education and the steps for implementing the five selected traditional games.

Traditional games from various regions have been widely raised in the research. Research shows that conventional games involved in the learning process and facilities are proven influential and effective on children's character. The application of teaching materials containing traditional games influences the characteristics of fairness, tolerance, empathy, and respect in elementary school-age children. (Amania et al., 2021; Hadi & Nugrahanta, 2021; Simamora & Nugrahanta, 2021; Widiana & Nugrahanta, 2021).. In addition to showing a good influence on character, classic games such as Pecah Piring Sintren, Boy-Boyan, and Congklak are effective for developing children's motor, social-emotional, and cognitive abilities through fun peer interactions (Kamaludin et al., 2021). (Kamaludin et al., 2020; Nataliya, 2015; Saleh et al., 2017).. Research to foster the character of integrity in students has been conducted previously. Applying learning models such as Blended Learning, Problem-Based Learning (PBL), and Beyond Center and Circle Time (BCCT) in classroom learning strengthens student integrity. (Alfianti, 2020; Perdana & Adha, 2020; Ramadhanti & Safitri, 2020; Simanjuntak et al., 2019). Previous research has examined the use of traditional games

to train children's motor, cognitive, and socio-emotional skills. Research on classic games as a means of developing various children's characters has been conducted, but the number of studies that specifically address the feeling of integrity is still limited. Other research that seeks to improve the integrity of character is still oriented toward formal learning activities in the classroom using learning models such as Blended Learning, PBL, and BCCT. Integrity character education that utilizes Indonesian culture is rarely raised in the research, even though it can be a solution and an effort to preserve culture.

The novelty in this research can also be seen from the dialectical thinking process used to produce new views outlined in the character education guidebook. The dialectical thinking process is a process that is carried out repeatedly to find unique ideas by setting a statement with other views that may seem contradictory even though it produces a new perspective with a higher level (Dybicz & Pyles, 2011; Reuten, 2017). (Dybicz & Pyles, 2011; Reuten, 2017). Five traditional games, namely Ponti from Gorontalo, *Maengkeban Batu* from Bali, Maccukke from South Sulawesi, Batu Denda from Papua, and Balogo from Kalimantan constitute the initial thesis. The initial idea is set with ten indicators of effective learning as the antithesis, resulting in a modified game model synthesis. The synthesis was continued as a new thesis set with ten integrity character indicators as a new antithesis until the latest synthesis was produced in the form of a traditional game-based character education guidebook.

This research is limited to developing a traditional game-based integrity character education guidebook for children aged 10-12 years. In this study, integrity character is defined as a person's consistency and firmness towards truth values reflected in his thoughts, words, and actions. This study aims to (1) develop a traditional game-based integrity character education guidebook for children aged 10-12 years, (2) determine the quality of traditional game-based integrity character education guidebook for children aged 10-12 years, (3) determine whether the application of traditional game-based integrity character education guidebook affects the integrity character of children aged 10-12 years.

Research Methods

This research was conducted following the ADDIE-type research and development (R&D) method. Research and Development (R&D) is a method commonly used to develop products, validate, and test the effectiveness of product applications (Sugiyono, 2014). (Sugiyono, 2014). This study used the ADDIE-type R&D method to develop a product in the form of a traditional game-based integrity character education guidebook while testing the product's effectiveness when applied.

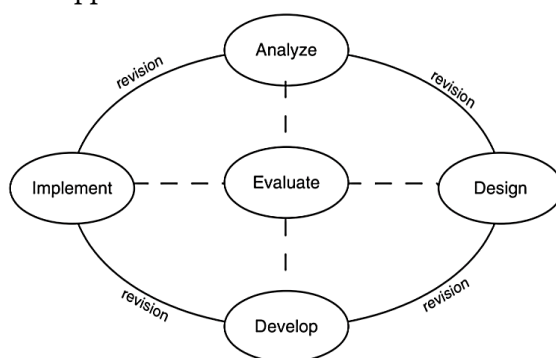


Figure 1. ADDIE-type development concept (Branch, 2009)

Figure 1 shows the five stages of ADDIE development, starting from Analyze, Design, Develop, Implement, to Evaluate. (Branch, 2009). The analysis stage aims to identify things that might be the cause of the problem (Branch, 2009). This stage was realized by conducting a need assessment to find the gap between the learning model applied at school and the ideal learning model to develop integrity character. Furthermore, design is a stage to follow up on the findings of the causes of the gap. This stage is realized by designing products that are believed to be a solution to the gaps that occur. The product design at this stage is recognized at the development stage. The development stage aims to produce and validate the products made (Branch, 2009). (Branch, 2009). At this stage, the prototype product in the form of a guidebook is developed following the design. The development stage is also realized by conducting product validation through expert judgment to assess the book's quality before the product is applied.

Validation is done by testing surface validity and content validity using instruments developed. After receiving proof, the character education guidebook was implemented. At the implementation stage, researchers conducted a limited product trial involving ten fourth and fifth-grade students aged 10-12 years from SD Negeri Jonggrangan who were collected using a convenience sampling technique. Convenience sampling is a sample selection technique based on coincidence and ease of contact (Amalia, 2016). (Amalia, 2016). The ten students consisted of four girls and six boys. Jonggrangan State Elementary School, located at Jonggrangan, RT 01 / RW 15, Sendangmulyo, Minggir, Sleman, is the location of the trial, which took place from Tuesday, May 17, 2022, to Monday, May 23, 2022.

The series of ADDIE-type R&D stages concludes with an evaluation to evaluate the quality of the product and instructional process, both before and after implementation. (Branch, 2009). The evaluation stage is realized by conducting formative and summative evaluations in the form of initial and final self-assessments. A formative evaluation was performed five times, while a summative assessment in the form of self-assessment was conducted twice.

Various data in this study were collected using non-test and test techniques. Non-test techniques in the form of open and closed questionnaire instruments were used at the analysis stage to collect need assessment data from ten teachers and at the development stage to collect validation from nine validators. Non-test tools in questionnaires and anecdotal records were also used at the evaluation stage to determine changes in children's behavior in everyday life. Test techniques in the form of multiple choice as formative evaluation and self-assessment were used at the evaluation stage to determine the effect of the implementation of the guidebook on children's integrity and character. The assessment was carried out using a score of 1-4, with a score of 4 indicating actions with integrity, a score of 3 indicating feelings with integrity, a score of 2 indicating thoughts with integrity, and a score of 1 indicating no actions, feelings, and ideas with integrity.

Data collected from open and closed questionnaire instruments were analyzed using a formula and then transformed into qualitative data. Open-ended questionnaires were analyzed qualitatively, while closed-ended questionnaires were analyzed quantitatively and then transformed into qualitative data using data transformation guidelines from Widoyoko (2012). Test data obtained from formative evaluation and self-assessment were analyzed using the IBM SPSS Statistic 26 for Windows statistical program with a confidence level of 95% to determine the normality of data distribution, significance, effect size, and effectiveness of the application of traditional game-based integrity character education guidelines.

Result and Discussion

The results of the study will be presented sequentially based on the ADDIE (Analyze, Design, Develop, Implement, and Evaluate) stage. The analysis stage was taken by conducting a need assessment using open and closed questionnaire instruments. Ten certified teachers from Gunung Kidul, Bantul, Sleman, Kulon Progo, Central Java, West Java, Lampung, and Bali were willing to be involved in showing the actual conditions of education organized in schools. The following is the average data of the need assessment results obtained at the analysis stage.

Table 1. Need assessment results using a closed questionnaire

No.	Indicator	Average
1	Wide variety	1.90
2	Rich in stimulation	2.10
3	Fun	2.10
4	Concrete operations	2.00
5	Critical thinking	2.00
6	Creativity	2.10
7	Communication	2.20
8	Collaboration	2.50
9	Multicultural	1.80
10	Character Integrity	1.80
11	Being yourself	1.60
12	Act as you say	2.10
13	Dedicated to completing tasks	2.00
14	Conveying the truth	2.10
15	Committed	1.90
Average		2.01

Table 1 shows the average score obtained from the need assessment. The overall score obtained is only 2.01. This value is below the limit of 2.51 and is categorized as "Not good" based on the quantitative-qualitative data transformation guidelines in Table 2 (Widoyoko, 2012). The data shows that the activities at school still do not facilitate effective learning to the fullest.

Table 2. Quantitative-qualitative data transformation

Score Range	Category	Recommendation
3,26 – 4,00	Very Good	No need to revise
2,51 – 3,25	Good	It needs a little revision
1,76 – 2,50	Less Good	It needs a lot of revision
1,00 – 1,75	Very Poor	Needs total revision

The gaps found were followed up by designing the guidebook product at the design stage. The book was intended to consist of a beginning, middle, and end section. The opening consists of a cover, preface, and table of contents. The middle section describes various theories and approaches underlying effective learning and definitions of five examples of traditional game development. The final section contains a list of references, appendices, a glossary, an index, brief information about the author, and a summary of the developed guidebook. The appearance of some sections of the guidebook is shown in Figure 2.



Figure 2. Guidebook for Integrity Character Education based on Traditional Games

At the development stage, the guidebook was developed by adding several complementary subchapters, which are expected to make it easier for readers to implement the activities presented. Some added subchapters are introduction, objectives, age, number of players, estimated time, tools, and materials needed. In addition, additional notes for facilitators are also inserted so facilitators can anticipate some things related to the game. A reflection guide, formative questions, and a different information section containing illustrations of the game, lyrics of the modified folk song, and the barcode of the music also accompany each chapter.

The validation process carried out through expert judgment at the development stage involved nine validators from diverse scientific backgrounds and expertise. The nine validators consisted of four certified teachers, four lecturers from the fields of psychology, art, and language, and one cultural arts practitioner. Surface validity was conducted to test two variables, criteria, and characteristics of the guidebook, while content validity was proposed to assess the quality of the guidebook content. The validation results were calculated and transformed into qualitative data using a data transformation guide.

Table 3. Summary of Validity Results through Expert Judgement

Validation	Score	Qualification	Recommendation
Surface Validity			
Guidebook Criteria	3,92	Very Good	No need to revise
Guidebook Characteristics	3,85	Very Good	No need to revise
Content Validity	3,83	Very Good	No need to revise
Average	3,87	Very Good	No need to revise

Table 3 shows the results of the criteria test, characteristics, and suitability of the content of the character education guidebook. The criteria test was conducted to determine the suitability of the guidebook with the criteria set by Puskurbuk (2018). Characteristics test to determine the suitability of the guidebook made with the elements of a good guide based on five indicators. Content validation determines the suitability of the guidebook content with practical learning indicators for integrity character. Based on the data obtained, the character education guidebook, in terms of criteria, characteristics, and content, is considered to have "Very good" quality, so there is "No need for revision" by the validators. The statement is taken based on the overall average score obtained of 3.87.

After the quality of the guidebook was known, the research entered the implementation stage. The implementation stage was realized by conducting a limited trial of ten children aged 10-12 years from SD Negeri Jonggrangan. The implementation and evaluation stages almost go hand in hand. Before the first game was implemented, students conducted an initial self-assessment by working on ten integrity character questions. After implementing the fifth

game, the children did the same ten questions as a final self-assessment. At the end of each activity, students also reflect and do formative questions. Data visualization of the average constructive evaluation results for each game is shown in Figure 3.

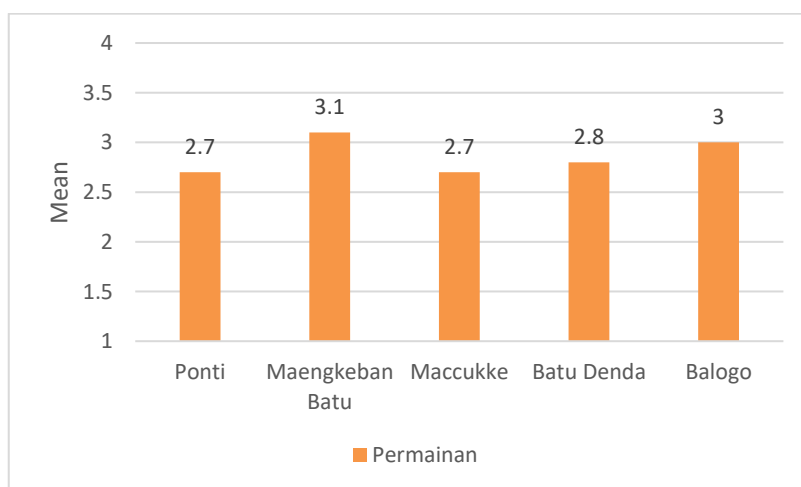


Figure 3. Game Formative Evaluation Result Chart

Figure 3 shows the formative evaluation results of each game. The highest constructive evaluation results were achieved after implementing the *Maengkeban Batu* game from Bali, followed by the formative evaluation scores of the other four games. The findings during implementation and the data obtained from the formative evaluation will also be followed up at the evaluation stage as materials to improve the quality of the guidebook.

During the implementation, researchers also recorded several events, conversations, and student behavior that showed the development of integrity and character. Memorable events, attitudes during play, and feelings felt were then reflected on and written down by students in the reflection session. The results of the reflection on each game were then discussed as learning related to understanding, feelings, and actions of integrity that should be done.



Figure 4. Implementation of the Guidebook

Figure 4 shows the guidebook implementation activities. Before and after the entire implementation, students conducted a self-assessment. Data in the form of scores obtained from the self-assessment will be used to determine this guidebook's significance, influence, and

effectiveness. The data visualization of the average results of the initial and final self-assessment is shown in Figure 5.

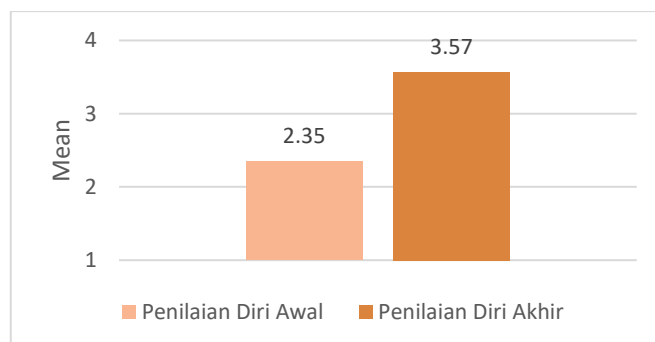


Figure 5. Graph of Improvement of Initial to Final Self-Assessment Score

Figure 5 shows the self-assessment scores, visually showing a striking difference between the initial and final self-assessment results. The mean score of the initial self-assessment obtained by the students was 2.35, while the mean score of the final self-assessment was 3.57. Based on the calculation, it is known that there was an increase of 51.91% from the initial to the final self-assessment results.

Before further statistical analysis, a normality test is performed to determine the distribution of the data to be analyzed. The Shapiro-Wilk test is used to test the normality of data (Field, 2009). Normally distributed data will be indicated by acquiring a $p\text{-value} > 0.05$. If the data is usually distributed, further data analysis will be carried out using parametric statistics with the paired samples t-test technique (Field, 2009). (Field, 2009). The distribution normality test output is presented in Table 4.

Table 4. Distribution Normality Test Output

Analysis Technique	Test	W	p	Description
Shapiro Wilk test	Initial self-assessment	0,932	0,465	Normal
	Final self-assessment	0,917	0,330	Normal

Table 4 shows the normality test results for the distribution of self-assessment data. Analysis using the Shapiro-Wilk test shows the mean data of the initial self-assessment $W(9) = 0.932$ with $p = 0.465$ ($p > 0.05$) and the mean data of the final self-assessment $W(9) = 0.917$ with $p = 0.330$ ($p > 0.05$). Both data means to have a $p\text{ value} > 0.05$ so that the initial self-assessment data and the final self-assessment are normally distributed, and statistical analysis is continued using parametric statistics with paired samples t-test technique. The experimental research model of the one-group pretest-posttest design type was used to test the significance of the effect of the application of the character education guidebook on integrity character. (Cohen et al., 2007). The output of the significance test for the improvement of the pre-and post-assessment is shown in Table 5.

Table 5. The output of the significance test of improvement in early-late self-assessment

Analysis Technique	t	p	Description
Paired samples t-test	11,963	0,000	Signifikan

Table 5 shows the output of the significance test using paired samples t-test with the mean of the final self-assessment data ($M = 3.5700$, $SE = 0.06839$) higher than the mean of the initial self-assessment data ($M = 2.3500$, $SE = 0.08851$). The significant difference was shown by the value of $t(9) = 11.963$ and $p = 0.000$ ($p < 0.05$). Thus, the application of traditional game-based character education guidelines affects the integrity character of children aged 10-12 years. The following analysis is the effect size test using the Pearson correlation coefficient model (Field, 2009). (Field, 2009). The results of the effect size test will be categorized based on the criteria shown in Table 6.

Table 6. Criteria for treatment effect size (Field, 2009)

r (effect size)	Category	Percentage (%)
0,10	Small effect	1
0,30	Medium effect	9
0,50	Big effect	25

Table 6 shows the criteria used to categorize the effect size of the guidebook implementation. The calculation of the effect size test resulted in a Pearson correlation coefficient of $r = 0.969966$, equivalent to 94%. This percentage is categorized as a "large effect" based on the criteria for effect size (Field, 2009). Thus, it can be interpreted that the application of the character education guidebook has an impact of 94% on the integrity of the character of children aged 10-12 years. To further strengthen the evidence of the effectiveness of the application of the character education guidebook, the N-gain analysis was conducted. The score obtained from the N-gain test was translated using the criteria for the effectiveness of the score increase (Hake, 1999).

Table 7. N-gain test results

Test	Average	Score Range	N-gain score (%)	Category
Initial self-assessment	2,3500	1-4	73,86	High
Final self-assessment	3,5700			

Table 7 shows the percentage of the N-Gain score obtained from the guidebook application. Based on the criteria for determining the effectiveness of score improvement, a 71-100% rate is included in the "High" effectiveness qualification. The N-Gain score percentage of 73.86% obtained from the application of this character education guidebook is included in the "High" effectiveness qualification.

The character of integrity developed through implementing the character education guidebook is formed from ten indicators. The interpretation of keywords of integrity character indicators is classified based on three variables, namely rational thinking, inner, and real action. When these variables are translated back into aspects of knowledge, feelings, and activities, this grouping is aimed at the character of integrity as a whole. The visualization of the integrity character flow chart is shown in Figure 6.

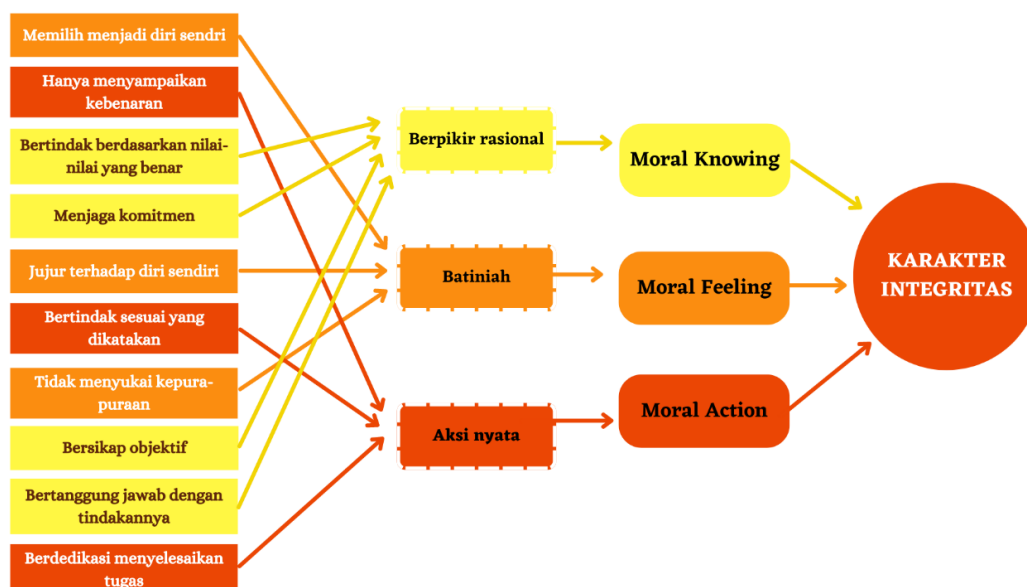


Figure 6. Flowchart of Semantic Analysis of Integrity Character

This research was conducted to realize effective learning for integrity character education, so ten indicators of effective learning became the reference in developing this guidebook. The ten indicators of effective learning include a wide variety, rich simulation, fun, operational concrete, critical thinking, creativity, communication, collaboration, multicultural, and integrity character. The ten indicators mentioned earlier are formulated from several theories and approaches that support effective learning, such as the BBL approach, constructivism theory, 21st-century skills, and character integrity.

The results of the research data analysis show that the application of traditional game-based integrity character education guidelines is practical for integrity character in children aged 10-12 years. The conventional games developed involve children with various concrete suggestions and honest and fun activities in line with Jean Piaget's opinion regarding cognitive development at the concrete-operational stage. (Ibda, 2015; Ndiung & Jediut, 2021).. Children's involvement in the designed learning process also affects their learning and motivation to learn (Jabbar & Felicia, 2015). (Jabbar & Felicia, 2015). Play activities that provide pleasure involve physical activity individually or in groups and are carried out naturally according to the characteristics of elementary school-age children (Hayati et al., 2021). (Hayati et al., 2021). The feeling of pleasure that children feel when implementing is shown from spontaneous words conveyed when playing, such as "Let's play again!", "After this play again!", "Fun!". It has been observed that play activities can increase children's engagement in learning, stimulate multisensory use and stimulate the players' skills to think and create meaning (Dickey, 2005). The use of concrete tools in play is also very supportive of providing a variety of simulations to the body's senses. The flexibility of traditional games also allows for modifications and variations that support learning objectives. The design of game activities accompanied by various learning tools and exciting tasks and materials will make it easier for students to explore and complete learning activities and tasks according to their needs and abilities.

Problematic situations experienced directly during traditional games provide opportunities for children to understand, feel and do things with integrity. Difficult situations that require solving strategies will train children's creativity and skills in critical thinking,

communicating, and cooperating with others. All these skills are needed to face the global challenges of the 21st century. (World Economic Forum, 2015). The use of traditional games that contain noble values of the Indonesian nation in character education is also in line with Ki Hajar Dewantara's opinion that education must have clear and strong cultural roots. (Hikmasari et al., 2021).. Indonesian culture is involved in traditional games and in introducing songs and greetings typical of local communities.

The integrity character education that is targeted is very evident when implemented through traditional game activities. If someone cheats while playing, other children seem unhappy, and the atmosphere becomes boisterous because they remind each other. Such actions show that children already feel the discomfort of dishonest acts. This finding also follows Piaget's significant generalization regarding moral judgment in children, which states that the sense of justice in children is mainly independent of adult influence and does not require other interventions other than the mutual respect and solidarity that exists in each of them (Williams, 1936). (Williams, 1936). Awareness of the consequences that will be received from dishonest behavior also makes children convey the truth and act according to the fact told. Children's self-confidence also grows when they get central roles in the game, such as when they become guessers and stone hiders in the *Maengkeban Batu* game. Objective attitude in children develops from play group division activities. Play activities that require cooperation and perseverance over an extended duration form children's responsibility and commitment to their tasks. The use of various media in play activities also demands children's responsibility and dedication to their charges and actions.

Many similar studies have raised character education and traditional games as variables in their research. For example, research on the implementation of the classic game "Boy-Boyan" is stated to increase children's initiative to do activities such as playing with peers to overcome conflicts while playing (Saleh et al., 2017). Almost the same results were also obtained from descriptive-analytical research to determine the effect of traditional games on the social skills of fourth-grade children of SD 091526 Marjanji (Rut et al., 2020). Not only that, another study mentioned that the traditional game *Congklak* is effective in improving the ability of elementary school students in mathematical counting (Nataliya, 2015). Classic games *Engkek-engkek*, *Belahi Tumbak*, and *Kasti* implemented during sports learning showed an effect in the form of an increase in gross motor skills of male students at SDN 166/11 Cutmutia Kerinci (Prasetya & Komaini, 2019). These four studies show that traditional games affect not only character but also children's social, motor, and cognitive skills.

The development of traditional game manuals for fairness, respect, and empathy character education has been done before (Amania et al., 2021; Hadi & Nugrahanta, 2021; Simamora & Nugrahanta, 2021; Widyana & Nugrahanta, 2021). The research was also conducted using ADDIE-type R&D. The results of the application of teaching materials developed previously are also not much different from the trial results shown in this study. The application of the guidebook indicated good results for the targeted characters. Although the games developed are other, the influence given is effective in fostering feelings in school-age children.

Research on integrity character has also been done before, although not as much as research on traditional games. The application of BCCT and PBL learning is not explicitly carried out to develop integrity character (Alfianti, 2020; Ramadhanti & Safitri, 2020). Implementing blended learning that specifically pays attention to the nature of integrity in the learning process indicates the strengthening of the surface of integrity in students. (Perdana & Adha, 2020). It is stated that blended learning makes students the center so that integrity

values such as independence, accuracy, honesty, and responsibility can be built in students. Research on the character of integrity, as previously mentioned, is indeed proven to have an impact on strengthening children's innocence. However, the form of activities is still formal and may tend to be boring if not implemented interestingly.

The novelty in this research can be seen in the traditional game-based integrity character education guidebook developed. The conventional games developed come from various regions in Indonesia. Integrity is a unique character to be developed through conventional games. Although the use of traditional games as a means of character education has been widely used, the use of classic games for integrity character education has not been done before. In addition, the development of the guidebook in this study was carried out through a dialectical thinking process. A visualization of the rational thinking process followed to develop the character education guidebook is shown in Figure 7.

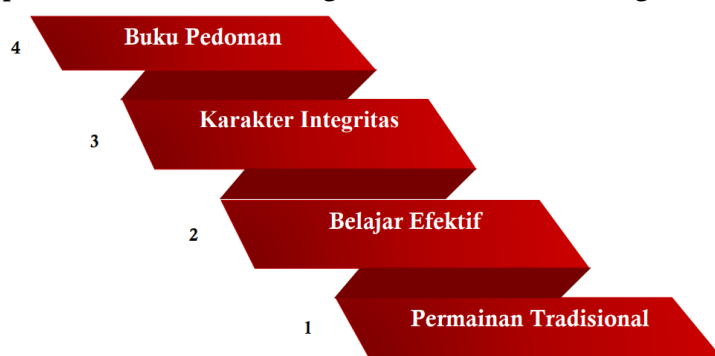


Figure 7. Diagram of Dialectical Thinking Process for Developing a Guidebook

Figure 7 shows the dialectical thinking process of developing the guidebook that was realized in several concrete steps. First, five traditional games were selected according to the characteristics of educational games. Second, the elements of the five chosen games were matched with effective learning indicators to produce a modified game model. Third, the modified game model was determined with ten integrity character indicators so that a guidebook for integrity character education based on traditional games was produced to develop integrity character.

Conclusion

Based on the analysis of the research findings, it can be concluded that the traditional game-based integrity character education guidebook to develop the integrity character of children aged 10-12 years was developed following ADDIE-type research steps with the acquisition of validation results of 3.87, which is classified as "Very good" and recommendations "No need for revision" and the application of traditional game-based character education guidebooks is proven to affect the integrity character of children aged 10-12 years with a percentage of 94% in the Pearson correlation test and 73.86% in the N-gain score test so that the application of the guidebook has a "Large effect" and "High" effectiveness on the integrity character of children aged 10-12 years.

Traditional games that are well packaged and implemented can positively influence children's character. Researchers suggest that teachers or facilitators try to develop their own and enforce classic games in classroom learning. The pandemic situation limits this research trial in terms of the number of subjects involved and the flexibility of implementation because it must comply with health protocols. Future research conducted after the COVID-19 pandemic is recommended to involve subjects on a larger scale so that the influence and

effectiveness of integrity character education using traditional games is more visible and impacts more children.

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