

Improving Classroom Cooperation Attitudes Through Traditional Game-Based PBL Class III Elementary School PPKN

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Abstract

One way you can used For increase attitude cooperation in self participant educate is with provide stimulus to participant educate that play is A interesting and rewarding activities give pleasure alone in self participant educate . Various traditional games that have existed since the past mostly emphasize the ability of cooperation between groups in making the benchmark of victory. Some traditional games that can improve children's collaboration skills are gobak sodor and endog-endogan. The game of gobak sodor is a traditional game in which it emphasizes the attitude of cooperation between group members, as well as the traditional game of endog-endogan. The purpose of this study was to improve the cooperative attitude of class III public elementary schools in civic education learning using the traditional game-based *PBL model* . The design of this classroom action research refers to the Kemmis and Mc. Taggart. The implementation of classroom action research in this model consists of two cycles and each cycle consists of

several stages, namely planning (plan), action/observation (action/observation) and reflection (reflective), (Muslich, 2011: 43). Data collection techniques in this study used qualitative. Based on the actions that have been taken there is a significant increase in each cycle. The data obtained from the attitude of cooperation between students before the action is carried out, namely the pre-cycle has a percentage of 55% with the criterion "Less". After the action in cycle I, the percentage increased to 78.5% with the criteria of "Good enough". Because it has not reached the minimum indicator limit, the action is continued in cycle II. Data from the results of the first cycle has a percentage of 84.5% with the "Good" criteria. Based on these results, it can be said that it has met the classical success indicators, namely the attitude of cooperation between students has reached a minimum percentage of 80% with the "Good" criterion. So that Classroom Action Research (CAR) was stopped in cycle II.

Keywords: *Attitude of Cooperation, Civic Education Learning, Problem Based Learning Models, and Traditional Games*

Introduction

Education can be interpreted as a process of changing student behavior so that they become adults who live independently. Education does not only cover intellectuals, but emphasizes the process of developing the personality of students as a whole so that students become adults. Education is one thing that is very important to equip students to face the future. This is in accordance with the goals of national education in the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System Chapter 1 paragraph 1 states that Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual strength, religious self-control, personality, intelligence, noble

character and skills needed by himself, society, nation and state.

Therefore, at the present time education is something that must be obtained by every human being in order to create a bright future. Education has an important role in the development of high quality Human Resources. Therefore, in order to improve quality Human Resources, the Indonesian government issued a 12-year compulsory education policy. For the sake of creating quality education, education in Indonesia is always changing from time to time, both in terms of the education system and the education curriculum itself. Along with the development of the times, the education curriculum in Indonesia has also undergone improvements and changes.

The curriculum has an important role in the world of education. With the curriculum, the learning process becomes more structured. The curriculum is also used as a guideline for the implementation of education. This is in accordance with the objectives of the curriculum in Law Number 20 of 2003 Article 1 Paragraph 19 states that the curriculum is a set of plans and arrangements regarding objectives, content, and learning materials as well as the methods used as guidelines for the implementation of learning activities to achieve certain educational goals.

Currently, the curriculum in Indonesia is undergoing a transition from the 2013 curriculum to the independent curriculum. The independent curriculum is a follow-up to the development of the previous curriculum, namely the 2013 curriculum which was released in 2014. The independent curriculum which emphasizes the growth of students' talents and interests is a form of refinement of the 2013 curriculum which emphasizes character and competence. In the independent curriculum, learning liberates students which means giving freedom to students to develop students' interests and talents. The development of the world of education is not always fixated with the development of students' academic abilities, but the educational process also teaches about character to

students. Thus the aspect of social and emotional development is an important aspect that must be considered by educators in a learning process. Good social-emotional ability is an ability that elementary school-age children need to have because this behavior will greatly influence and determine children's abilities in the future. The fragility of children's ability to behave socially in their environment will hinder children's development to control their emotions. The development of children's social emotional abilities must be trained as early as possible because this can help them control their emotions so that they will have skills in interacting with the social environment, especially skills in collaboration. According to Azarimah in Nur Ayu Susanti (2022: 5) collaboration is a development of social emotional aspects. Collaboration is a work carried out in groups so that there is a close relationship with members of other groups. Cooperation is a basic development of the social-emotional aspect which is included in the social sciences. Collaboration formed in a group is a provision that can be used as a basis for carrying out social activities. Collaboration provides an opportunity for children to not only develop social-emotional skills, but also to be responsible for their social environment, therefore the ability to cooperate needs to be honed from elementary school age. An attitude of cooperation will appear when children are socializing, and the time for socializing children is when children are playing. One of the methods that can be used to provide a stimulus to develop children's cooperative abilities is through play, because in essence children learn through play. When playing, children have the opportunity to recognize the ability to cooperate such as social rules and practice them in interacting with others. In a game, children will learn to negotiate, resolve conflicts, and even compete. Broadly speaking, besides being able to increase cooperative attitudes, games can also develop children's cognitive abilities to solve a problem. After making observations for 2 semesters in class 3 B at SD Negeri Giwangan Yogyakarta, the ability of students to cooperate was still low. Interaction

between students is still less visible when working on projects in groups. This is due to the lack of stimulus that can improve social emotional development, especially the ability to work together. This of course can be influenced by several factors, including the lack of social attitudes in children because nowadays children are more interested in playing with smartphones than playing with their peers. If this is allowed, it will certainly have an impact on the personal development of children who are individualists and do not care about the surrounding environment.

One way that can be used to increase the attitude of cooperation in students is to provide a stimulus to students that playing is an interesting activity and can provide pleasure for students. Various traditional games that have existed since the past mostly emphasize the ability of cooperation between groups in making the benchmark of victory. Some traditional games that can improve children's collaboration skills are gobak sodor and endog-endogan. The game of gobak sodor is a traditional game in which it emphasizes the attitude of cooperation between group members, as well as the traditional game of endog-endogan.

Based on these problems, researchers are looking for other research studies as material for consideration in carrying out this research. Based on research conducted by Nur Ayu Susanti in 2022 entitled "Increasing the Cooperation Capability of Children Aged 5-6 Years Through Traditional Bakiak Games in Paso'tanae Hamlet, Belabori Village, Parangloe District, Gowa Regency." This research focuses on improving the cooperative attitude of students aged 5-6 years by using traditional games. The results of this study indicate that traditional games can improve the cooperative attitude of students aged 5-6 years in Paso'tanae Hamlet, Belabori Village, Parangloe District, Gowa Regency focusing on collaboration skills and research entitled "Improving Collaboration Capabilities Through Traditional Games in Group Students A Semester I of Al-Falah Islamic Kindergarten,

Islamic Boarding School District, Kediri City, 2015/2016 Academic Year.” This study focuses on improving the cooperative attitude of group A students by using traditional games. The results of this study indicate that traditional games can improve the cooperative attitude of Group A Semester I Students of Al-Falah Islamic Kindergarten, Kediri District Islamic Boarding School. Therefore, the purpose of this research is to improve the attitude of cooperation in class III students.

Research Methods

The subjects in this study were class III B students at Public Elementary Schools in the even semester of the 2022/2023 academic year. There were 28 students consisting of 14 male students and 14 female students. The object of this study is the attitude of cooperation between students. This study takes the attitude of cooperation between students when learning using the Problem Based Learning model based on traditional games.

The classroom action research design used in this study refers to the Kemmis and Mc.Taggart model (Wijaya & Dedi, 2011: 21) which includes four components, namely: 1) planning (planning), 2) action (action), 3) observation (observe), and 4) reflection (reflection)

Data collection techniques used observation sheets to observe student activities during the learning process and documentation to document the teaching and learning process using the traditional game-based Problem Based Learning (PBL) model.

Data analysis techniques used in this research are quantitative and qualitative data analysis techniques. Quantitative data were analyzed using descriptive comparative, namely comparing the results of calculations and descriptive statistics in one cycle with the next cycle. Meanwhile, qualitative data was analyzed to describe data about student cooperation during the learning process. Data analysis on student cooperation is based on the results of observation sheets during the teaching and learning process to see the suitability between planning and implementing actions in implementing the

traditional game-based Problem Based Learning (PBL) model. The percentage formula is used to calculate student cooperation as follows (Wijayanti) in (Suseno et al., 2017):

$$P = \frac{\text{Total Score Obtained}}{\text{Maximum Score}} \times 100\%$$

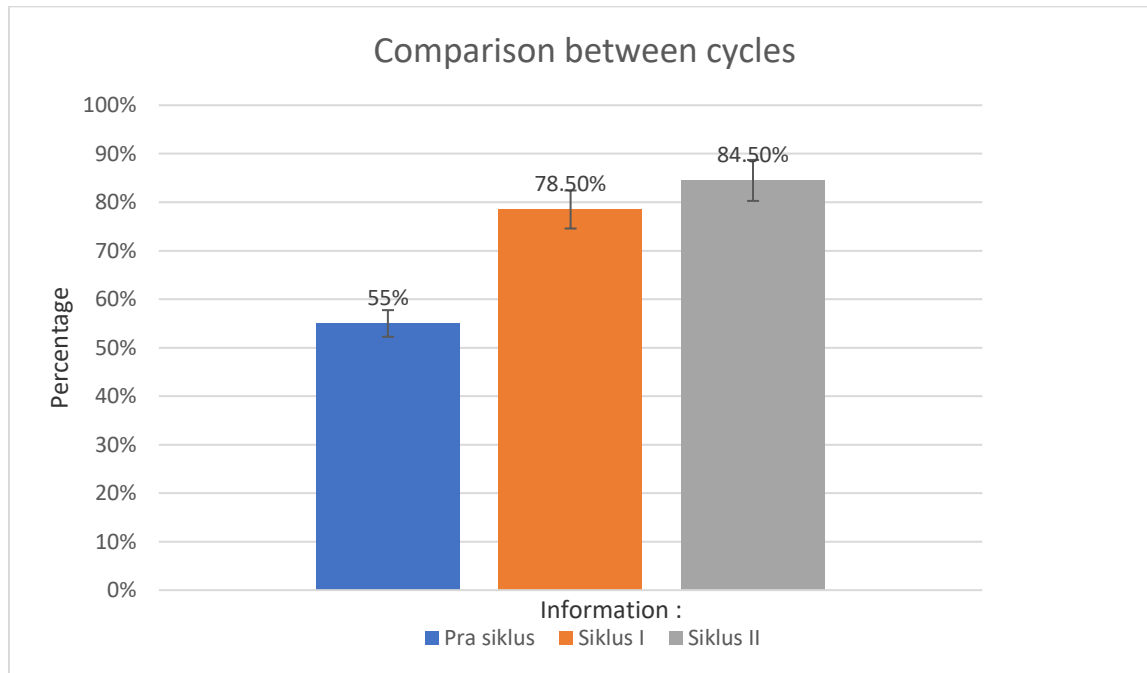
Based on this opinion, the results and calculation of the percentage of this study, the researchers interpreted the following criteria :

Success Percentage (%)	Criteria
91%-100%	Very good
81%-90%	Good
65%-80%	Enough
50%-64%	Not enough
25%-49%	Low
0%-24%	Fail

Arikunto in Katharina Poe (2020:21)

Discussion

Based on the results of the analysis of data collection, it is concluded that data on improving the attitude of cooperation between students in class 3 B of Public Elementary Schools. The recapitulation of improving the attitude of cooperation among students through the traditional game-based Problem Based Learning (PBL) learning model can be seen in the diagram below:



The diagram above shows an increase in cooperative attitudes among students before and after Classroom Action Research (PTK) is conducted. An increase in the attitude of cooperation that has increased in each cycle is evidence of the successful application of the *Problem Based Learning* (PBL) learning model based on traditional games. According to Rina Wahyu in Nurwahidah (2021: 57) *The Problem Based Learning (PBL)* model is one of the learning models recommended in the 2013 curriculum as an innovative learning model and provides learning tools for all the tools and materials used by teachers to carry out the learning process. According to Nur Ayu Susanti (2022: 26) traditional games can train dexterity, physical strength, courage, agility, skills, and so on. Several other traditional games can describe cohesiveness, cooperation, togetherness in solving the problems they find. The combination of the Problem Based Learning (PBL)

learning model and traditional games is a formula that can increase the attitude of cooperation among students. This can be proven through the diagram above.

The data obtained from the attitude of cooperation between students before the action is carried out, namely the pre-cycle has a percentage of 55% with the criterion "Less". Based on these results it can be said that it has not met the classical indicators of success, so the research was continued in cycle I with different material and time. Data from the results of cycle I have a percentage of 78.5% with the criteria "Good enough". According to Susanto in Nurwahidah (2021: 56) the *Problem Based Learning (PBL)* learning model will make students accustomed to facing problems and be challenged to solve problems both in class and in everyday life (*real word*). Furthermore, Atmojo in Nurwahidah (2021: 56) emphasized that the Problem Based Learning (PBL) model uses learning with environmental exploration which is used in the form of daily experiences of students so that they can lay real foundations for thinking. In addition, Sulistyarini & Santoso in Nurwahidah (2021: 56) state that the learning environment with *Problem Based Learning (PBL)* is open, uses a democratic process, and emphasizes the active role of students. Data from the results of the two cycle has a percentage of 84.5% with the "Good" criteria. Based on these results, it can be said that it has met the classical success indicators, namely the attitude of cooperation between students has reached a minimum percentage of 80% with the "Good" criterion. So that Classroom Action Research (CAR) was stopped in cycle II.

The results of this study are in accordance with Nurul Idhayani and Dwi Kurniawati (2020), in their research showing that the use of the traditional *gobak sodor game* can improve the attitude of cooperation between students. The results of the research on the

initial observation had classical completeness of 40%, namely only 8 students. in the first cycle there were 13 students (65%), then in the second cycle it increased to 18 students (90%) and exceeded the standard indicator of success that had been determined, namely 75%. These results indicate that the ability to cooperate with group B children in TK Mekar Sari, Amonggedo District, Konawe Regency can be improved through the traditional game of gobak sodor. In addition, this research is also in accordance with Ade Ais Ulfah Fauziah, et al (2019), in his research showing that the use of traditional *gobak sodor games* can increase the attitude of cooperation between students. in cycle I the results of the assessment reached a percentage of 80% with an average value of 79.70% while in cycle II it reached a percentage of 90% with an average value of 90.00. Based on the results of this study, it can be concluded that the use of the traditional *gobak sodor game* can improve the ability of cooperation in group B students RA Miftahul Ulum I, Cipaku District, Ciamis Regency.

Conclusion

Based on the results of the classroom action research entitled "Improving the Cooperation Attitudes of Class III Public Elementary School Students in Civics Learning Using Traditional Game-Based *PBL Models*", the conclusions are as follows:

1. The description of the cooperative ability of class III students at public elementary schools before playing traditional games has an average percentage of 55% with the "Less" criterion.
2. After the first cycle of action, the cooperative ability of class III students at Public Elementary Schools increased by an average percentage of 78% with the criterion "Enough".

3. After the second cycle of action, the cooperation ability of class III students at Public Elementary Schools increased with an average percentage of "84.5% with the criteria of "Good". Therefore class research was stopped in cycle II because it had achieved an indicator of success with a minimum percentage of 80% with the "Good" criteria.
4. There is the influence of traditional games on the cooperation abilities of class III Public Elementary Schools . Evidenced by the percentage between before the action and after the action experienced a significant increase. The percentage before the action was 55% then after the action was carried out it increased to 84%.

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