

## Validity of Traditional Guidebooks for Character Education in Children Aged 4-6 Years

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### ABSTRACT

Early age is the most important and fundamental initial period in the entire range of growth and development of human life. Children in early age from 4-6 years old which still want to know and explore whatever in around them in a game. They mustn't study seriously such as reading text book, counting number, and memorizing something else. So, in this study aims to determine the validity of traditional play guidebooks as a character education strategy for children aged 4 6 years. The type of research used in this research is development with the ADDIE model. The data collection technique in this study validation. The result of the study show score of 3.50 for language validation which is in the very good category. Score 3.81 for design validation with every good category and score 3.58 for material validation with very guidebook can be used for learning.

### KEYWORDS

character; education; traditional games.

### INTRODUCTION

According to RI Law no. 20 of 2003 concerning the National Education System 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 religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, nation, and the state (Kurniawan, 2013).

Early age is the most important and fundamental initial period in the entire range of growth and development of human life. This period is marked by various important period that are fundamental in the next child's life until the final period of its development (Nugraheni. 2021). One period that characterizes early childhood is the Golden period. Many odd the concepts and facts found provide an explanation of the golden period at an early age, in which all children's potentials develop the fastest. Some of the concepts juxtaposed for early childhood are exploration period, the sensitive period, and the play period.

There are various kinds of games that can increase creativity, one of which is traditional games. Traditional games are symbols of knowledge passed down from generation and have various function or messages behind them. Traditional game are cultural products that have great value for children in the context of fantasizing, reaction, creating, exercising which are the same time a means of practicing social life, skills, politeness and dexterity (Muhaniyah, et al., 2021).

Early Childhood Education (PAUD) is an institution s shaping children's character. The slogan "Learning while playing, playing while learning" s one of the principles applied n PAUD. By playing, children will be able to learn. Therefore, in this presentation the author

will try to explain the benefits of traditional games in shaping the character of early childhood (Adi, B. S., & Muthmainah, M, 2020).

Character education is very important for the life of the nation, especially in Indonesia, which consists of various ethnic groups, languages, cultures and religions (Demon, Y., & Genua, V, 2021). Embedding character education that is to fade and culture that is starting to be abandoned makes teachers feel concerned. Learning in schools also still focuses and focuses only on cognitive abilities, so that the character of students is not optimally developed. Efforts to develop early childhood character education can be carried out in various ways, including through character education in learning. This activity is not only related to cognitive abilities but also mental, social, and emotional readiness. Therefore, in practice it must be done in an interesting, varied, and fun way (Witasari, 2020).

The implementation of traditional games can shape the character of someone who plays them which can be seen in behavior or daily behavior so that in this case it is very good to do with children since this is because a good start for building character starts from early childhood. Character is an attitude and good behavior. Character is a basic value that must be formed in someone whose influence can be obtained from the environment and heredity. Many traditional games have a very important role in shaping children's character which should be instilled in early childhood so that in these games children are more accustomed to doing them and forget about modern games such as cell phones, online games, and increasingly sophisticated gadgets as we have seen now (Srikandi, et, al., 2020).

The following are indicators used to develop traditional game guidebooks (Fajarwati, 2021): 1) rich in variety, there is a variety and diversity of activities or ways of knowing, 2) rich in stimulation, activated visual, auditory, and kinesthetic abilities, in other words, they can see, hear, and feel so that they really know the meaning of learning, 3) fun, create a meaningful learning space that is fun, active, and challenges children's thinking abilities, 4) concrete preoperational, faced with concrete situations in learning such as games, 5) critical thinking, solve problems and train children to identify, analyze and evaluate situations, ideas and information to formulate responses and solutions, 6) creativity, train children to train their imagination and find innovative new ways to solve problems, answer questions, or express meaning, 6) creativity, train children to train their imagination and find innovative new ways to solve problems, answer questions, or express meaning, 6) creativity, train children to train their imagination and find innovative new ways to solve problems, answer questions, or express meaning, 6) creativity, trains children to exercise imagination and find innovative new ways of solving problems, answering questions, or expressing meaning, 7) communication, trains children's ability to communicate and convey information, 8) collaboration, develops children's ability to work together in teams to achieve common goals, 9) multiculturalism, traditional games in the guidebook come from regions in Indonesia, namely Karo, 10) the character education, a system to instill character values in learning so that children become people of character, who are able and willing to do good things.

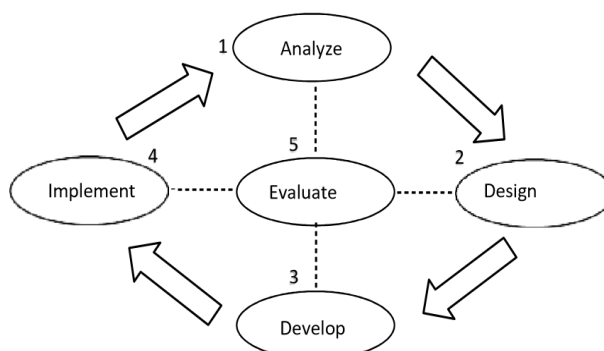
The guidebook in this study uses traditional games as a character education strategy for children aged 4-6 years. The traditional games used in this guide are tam-tam buku, benteng, and pecah piring. This study aims to determine the results of validation carried out by material experts, design experts and linguists on guidebooks.

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## RESEARCH METHODS

The type of research used in this research and development with the ADDIE type. The purpose of R & D research is to produce products that are designed and manufactured based on needs analysis and tested the effectiveness of the product to determine the functionality of the product (Sutarti, 2017). This research was conducted with three validators, namely linguists, design experts and materials experts. The guidebook developed in this study will be tested on 14 children aged 4-6 years at TK Tunas Bangsa Elim. The following is a chart of ADDIE model according to Branch (2009):



**Figure 1.** ADDIE Development Design Chart

The analyze phase will determine the teaching materials that need to be developed to help students learn. The analysis stage of the characteristics of the students is carried out to see the attitudes, interests, motivations, and abilities of the students in following the learning (Branch, 2009).

The design step requires clarification of the learning program designed so that the program can achieve the learning objectives as expected. The center of attention in the design step needs to be focused on efforts to investigate the learning problem at hand. This is the essence of the analysis step, namely studying the problem and finding alternative solutions that will be taken to be able to overcome the learning problems identified through the needs analysis step (Rahman, 2013).

According to Rahman (2013) development is the third step in the implementation of the ADDIE learning system design model. The development step includes the activities of making, providing, and modifying teaching materials or learning materials to achieve predetermined learning objectives. Procurement of teaching materials needs to be adjusted to the specific learning objectives or learning outcomes that have been formulated by the designer or the designer of the learning program in the design step. The development step, in other words, includes the activities of selecting and determining appropriate learning methods, media and strategies to be used in delivering material or substance of learning programs.

Implementation or delivery of learning materials is a step fourth of the ADDIE learning system design model. The implementation step is often associated with the implementation of the learning program itself. This step does have the meaning of delivering learning material from the teacher or instructor to students (Rahman, 2013).

The final or fifth step of the ADDIE learning design model is evaluation. Evaluation can be defined as a process carried out to give value to a learning program. Evaluation can be carried out throughout the implementation of the five steps of the ADDIE model.

## RESULTS AND DISCUSSION

There are eight indicators in the instrument to test the readability and completeness of the guidebook, namely writing systematics, grammar, language, sentence structure, punctuation, cover, guidebook contents and illustrations. The instrument uses a scale of 1-4 with information 4 which means strongly agree, 3 which means agree, 2 which means less agree, and 1 which means disagree. Product validation results data through expert judgment can be seen in the following table:

**Table 1.** Language Validity Results

No	Variable	Indicator	Score
1.	Legibility	Systematic	3
		Writing	3
		Language	3
		Grammatical	3
		Punctuation	3
2.	Completeness	Cover	4
		Content	12
		Picture	4
<b>Average</b>			<b>3,50</b>

The mean on the results of the readability test and the completeness of the guidebook shows a score of 3.50.

### *Content Validity*

There are eight indicators in the instrument to test the readability and completeness of the guidebook, namely writing systematics, grammar, language, sentence structure, punctuation, cover, guidebook contents, and illustrations. The instrument uses a scale of 1-4 with information 4 which means strongly agree, 3 which means agree, 2 which means less agree, and 1 which means disagree. Product validation results data through expert judgment can be seen in the following table:

**Table 2.** Content Validity Results

No	Variable	Indicator	Score
1.	Effectiveness Learning	Rich Variation	4
		Rich Simulation	3
		Have fun	4
		Pre-Concrete Operational	3
		Critical Thinking	3
		Creativity	8
		Communication	4
		Collaboration	4
		Multi-Cultural	6
Character	4		
<b>Average</b>			<b>3,58</b>

The result of content validity is known to obtain an average of 3.58.

**Design Validity**

There are eight indicators in the instrument to test the readability and completeness of the guidebook, namely writing systematics, grammar, language, sentence structure, punctuation, cover, guidebook contents, and illustrations. The instrument uses a scale of 1-4 with information 4 which means strongly agree, 3 which means agree, 2 which means less agree, and 1 which means disagree. Product validation results data through expert judgment can be seen in the following table:

**Table 3.** Design Validity Results

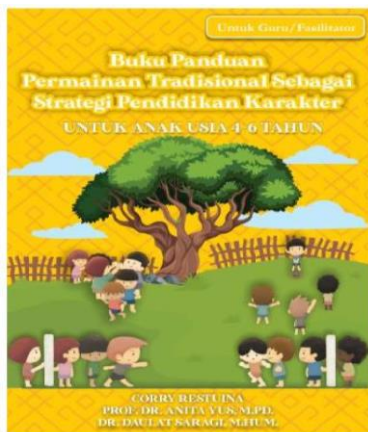
Variable	Indicator	Value
Guide Book	Cover	12
	Introduction or first part of book	7
	Content	15
	The end part of book	8
<b>Average</b>		<b>3,81</b>

The average of the guidebook design results shows a score of 3.81. Assessing the results of the guidebook design, the quantitative to qualitative data conversion scale is used in the following table (Widoyoko, 2014: 144).

**Instructional Design Expert Validation**

The product developed by the researcher is in the form of a traditional game guidebook for characters created using the Microsoft Word application with the specification 14 pt saltond font, 1.15 spacing, and A4 size. At the beginning of the guidebook there is a cover made with the Canva application.

**a. Cover**



## b. Content



## c. Bibliography



## CONCLUSION

The validity of traditional game guidebooks as a character education strategy for children aged 4-6 years is "Very good". The results of the readability and completeness validity test showed a score of 3.50, including the "Very good" category. The test results for the design and score are 3.81 which are included in the "Very good" category. The results of the content validity test showed a score of 3.58 which was included in the "Very good" category. The total mean of validation results through expert judgment by 3 validators shows the quality of "Very good" with the recommendation "No need for revision".

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