

Research Paper

The Influence of The Traditional Game "Congklak Lidi" on the Development of Moral Emotions in Pre-School Age Children

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ABSTRACT

Moral emotions are developments related to how individuals judge right and wrong behavior, then this behavior will motivate our brains to think and how individuals show the behavior that will be issued. However, as the years go by and the era of globalization develops, individuals increasingly lose their sense of empathy, tolerance and moral behavior. One of the media that can help the development of moral emotions is the traditional game congklak lidi. Congklak Lidi is a game that has the highest level of problem-solving. This research aims to see how much influence the traditional game congklak lidi has on the development of moral emotions. This research uses a quasi-experiment type of research with a between-subjects research design with a pre-test and post-test control group design model. The subjects in this study were 20 students with subject characteristics, namely 4-6 years old, male and female and did not have mental or physical disorders. The data analysis method used the Wilcoxon non-parametric analysis test and compared the pre-test and post-test values for the two groups using the Mann-Whitney analysis test. Based on the results of the Wilcoxon test, the results showed that there was a significant effect on the experimental group and the control group showed that there was no significant effect. This research implies that it is hoped that traditional games can be preserved by educators and parents so that traditional games are not forgotten and will continue to be typical of Indonesian culture.

Keywords: *Pre-school Children, Moral Emotions, Traditional Games, Congklak Lidi*

The development of science in the world is greatly influenced by the development of the current era of globalization, one of which is Indonesia. Indonesia itself is known as a friendly country and upholds the values contained in Pancasila, including cooperation, hospitality and cooperation. However, as the years go by and the era of globalization develops, these values fade. This creates a problem in Indonesia where many people lose their sense of empathy and tolerance, besides that moral behavior is also increasingly fading. Morals are a person's understanding of good and bad, this moral behavior is regulated by existing rules and norms in society so that people will be asked to behave by existing rules and norms (Amrah, 2013). Immoral behavior in Indonesia is increasing every year, citing data from the fk.ugm.ac.id website, it is stated that violence between teenagers in Indonesia has reached 50%, then according to data from the Indonesian

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Ministry of Health in 2017 there were 3.8% of students and students who spread the use of drugs, apart from that, according to KPAI's data, in 2018 brawls among teenagers increased by 1.1%, whereas in 2017 it was 12.9% and in 2018 it was 14%. Apart from that, in 2018, BNN stated that 24% of drug users were still students and 90% of pornographic videos circulating in society were played by teenagers, apart from that the rate of free sex and abortion was no less high. These data increasingly prove that the development of moral behavior must be carried out and known as early as possible and it is hoped that this development of moral behavior can help the next generation to not only be cognitively intelligent but also have virtuous personalities (Rahman et al., 2020).

Morality includes cause and effect where the individual will consider the behavior carried out, this is because later the individual will build a social relationship and help the individual to assess what behavior is appropriate or inappropriate, which is based on moral judgment and needs to be paid attention to. Santrock (2003) stated that moral development is related to rules and values regarding what a person should do when interacting with other people. The development of moral behavior itself has three domains that can help individuals, namely moral thinking, moral behavior and moral emotions. These three domains depend on each other and influence each other, one of the important domains is moral emotions (L. Maharani, 2014). Moral emotions have many definitions, according to Haidt (2003) moral emotions are a response to moral violations or emotional violations that will later encourage moral behavior in the individual, while according to Shaffer (2009) moral emotions are useful for describing feelings that exist within the individual such as a sense of 3 emotions pride, guilt and shame. These two figures define moral emotions as emotions related to whether a phenomenon is right or wrong (Shaffer, 2009; Haidt, 2003). Apart from that, moral emotions can also be known as self-conscious emotions, which means that emotions result from a person's evaluation of himself and behavior (Tangney & Tracy, 2011). Moral emotions are emotions that arise when an individual does something good or wrong and then the individual will begin to assess the behavior that appears based on moral standards (Tangney et al, 2007), so in other words this moral emotion is a response that is associated with the rules that exist. exists and involves emotions such as shame, guilt, pride.

One of the traditional games that can help children's development is the congklak lidi game. Congklak lidi is a traditional game made from bamboo and turned into sticks which then become game objects (Iswinarti, 2016). Congklak lidi are often played by children at an early age. Research conducted by Iswinarti (2020) found that traditional games can help children learn moral aspects, where in a game children will provide support and encouragement to their peers and help children develop a sportsmanlike attitude. Research conducted by Iswinarti (2016) using the BERLIAN (Children's Playing Experiential Learning) method gave results, namely that traditional games can help children improve social competence, where the development of moral emotions is closely related to social behavior in children.

METHODOLOGY

The subjects of this research were 20 students. Sampling in this study was carried out using Non Probability sampling-purposive sample, where the researcher had previously considered taking this sample based on the characteristics determined by the researcher (A. Fauzy, 2019), along with the characteristics of the subjects of this study, namely subjects aged 5-6 years, have female or male gender and have no physical disorders. In this study there were 20 subjects who would later be divided into 2 groups, namely the experimental group and

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the control group, the experimental group would be given treatment and the control group would not be given treatment. This group will be divided into 10 children each from each school.

This research uses experimental research to determine the effectiveness of the traditional game congklak lidi for moral emotions. Experimental research is a learning model that can build knowledge and skills through direct experience (Abdul, 2015), so that the experience carried out can encourage developing capacity and abilities in the learning process. This research uses a Between Subject Design research design with a Pre-test Post-test Control Group Design model, this research design will carry out a pre-test first, where previously this pre-test was carried out without any treatment and then a post-test will be carried out. carried out after being given treatment with existing indicators. In this research there are two variables, namely the independent variable (X) and the dependent variable (Y). Independent variables are variables that influence the cause of change or have an impact on the dependent variable (Ulfa, 2019). The independent variable (X) in this research is the traditional game congklak lidi, where this independent variable will later influence changes in the dependent variable. The traditional game congklak stick is a traditional game in Indonesia, this game is played by spreading sticks on the floor and picking them up using stick hoes and playing in groups. The dependent variable (Y) or dependent variable in this research is the development of moral emotions in children. The development of moral emotions in children is an action that can help children in making decisions and how children see right and wrong behavior. The instrument used in this research is the Behavior Checklist, which aims to obtain data related to the pre-test and post-test. Recording and collecting this data was carried out during the activity process, namely observation using a checklist which refers to 3 aspects which include 1) Flashcard selection; 2) Duration of Flashcard Selection; 3) Telling Flashcards.

RESULTS

Data analysis was carried out with the results of the data obtained from the pre-test results using non-parametric analysis because the subjects were <30 people, then the researcher used Wilcoxon analysis in the control group and experimental group to look at the data from the pre-test and post-test results. Then the researchers used the Mann-Whitney test to see the effect on each group.

Table 1. Differences in the Wilcoxon Test of Pre-test and Post-test data from the Experimental Group and the Control Group

Groups	N	Average Score		Z	P	Specification
		Pre-Test	Post-Test			
Experimental	10	8.4	14.6	-2.809	0.005	There is influence
Control	10	8.1	8.7	-1.732	0.083	There is no influence

Table 1. Presents the results of the Wilcoxon analysis which obtained results of $p < 0.05$, namely $p = 0.005$ in the experimental group, which means that there is an influence from giving the congklak stick game in increasing moral emotions. Meanwhile, in the control group, the results obtained from the Wilcoxon analysis test were $p = 0.083$, which means $p > 0.05$, this result revealed that there was no significant influence between the pre-test score and the post-test score in the control group. Based on the Wilcoxon test, it shows that giving

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treatment to the experimental group had an influence, whereas in the control group, there was no effect of increasing moral emotions.

Table 2. Comparison of Mann-Whitney Test of Post-test Data for Experimental Group and Control Group

Groups	N	Asymp.Sig.U (2-tailed)	Specification
KE & KK	20	0.000	Significant

Table 2. It is known that analysis of data calculated using Mann Whitney obtained a result of $p = 0.000$, namely $p < 0.05$, which shows that there is a significant difference in the post-test scores in the experimental group and the control group. The differences that occurred in the two groups were due to the treatment using the traditional game congklak lidi in the experimental group, whereas no treatment was given to the control group. A comparison of the results in the table above illustrates that the treatment of the traditional congklak lidi game had a significant influence on the experimental group.

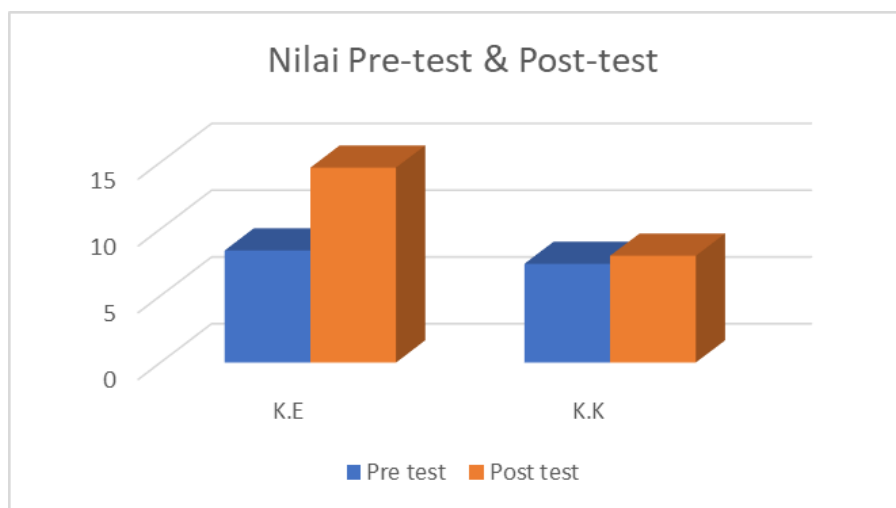


Chart 1. Average Pre-test and Post-test Scores

The diagram above shows a comparison of the average pre-test and post-test scores in the experimental group and the control group. The results obtained were in the experimental group, namely the pre-test, 8.4, which then increased to 14.6, while the control group obtained the results, namely the pre-test. 7.4 which then increased to 8. Data from both groups experienced an increase, but in the control group, the increase obtained was not significant. The traditional game of congklak lidi was carried out in 6 sessions in the experimental group, where this treatment made the children's moral emotions increase. The treatment given in each session was carried out in stages so that the children could process and learn carefully.

Experimental Group Observation Results

The congklak lidi game was played for 2 days and carried out 6 treatment sessions. In each session, there was some time lag so that the children could understand and comprehend the rules and regulations of the game. When the congklak lidi game was carried out, the researcher also made observations, where the researcher saw whether the children had progress in each treatment session. In session 1 children will be asked to pay attention to the explanations and examples given by the researcher, in sessions 2 and 3 children will be

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asked to start playing with their hands, in session 4 children will experience a decrease in their score because the child has just started using a stick hoe, in session 5 children will experience an increase and in session 6 three children experienced a decrease in scores.

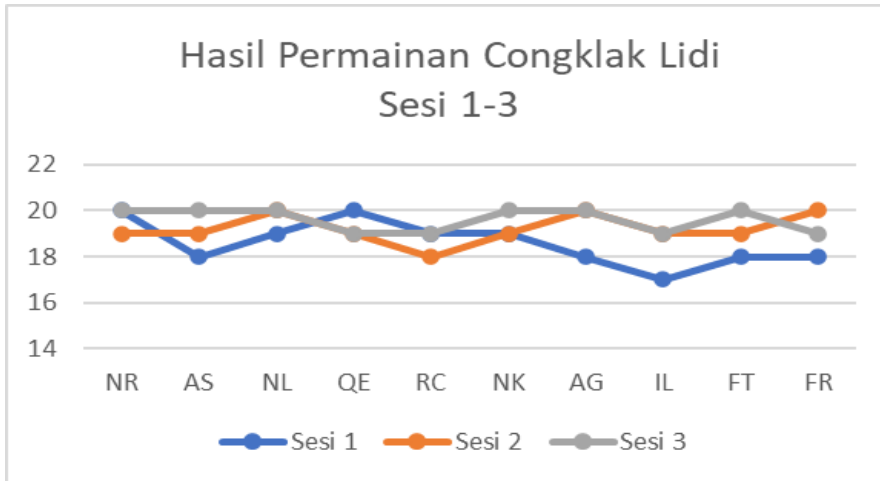


Chart 2. Congklak Lidi Game Observation Chart

The graph above explains the results that the children got in sessions 1 to 3. In session 1 the children were still learning and getting to know congklak lidi which are made by hand, in session 1 the children needed 15-20 minutes to play. In session 2, children are starting to get used to playing congklak lidi and the scores they get are also starting to increase. In session 3, children were able to complete the congklak lidi game in 18 minutes, this was because the children were not focused on their surroundings and playing with their friends.

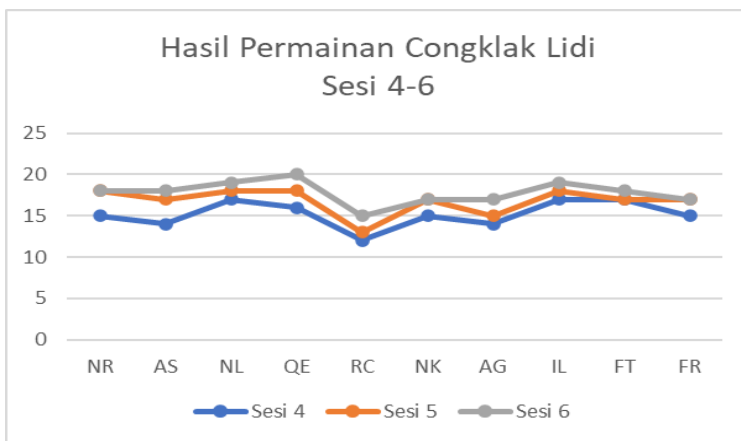


Chart 3. Congklak Lidi Game Observation Chart

Furthermore, the graph above explains the results obtained by the children in sessions 4 to session 5. In session 4 the children experienced a decline because the children were new to the stick hoe so the children were still learning and getting to know how to play using the stick hoe. In sessions 5 and 6 the children's scores began to increase, in session 6 it was seen that 4 children had increased scores and 1 did not increase.

Each session has a varying score. In session 1 the child was still shy about trying, in session 2 the child started to want to try and focus. In session 3 some children were unfocused and distracted by the environment. In session 4 the child tried to use a stick hoe and experienced

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difficulties, in sessions 5 and 6 the child began to adapt and experienced an increase in his score. In session 1 and session 6, all children were willing to follow and listen to the instructions given by the researcher, however 2 children were easily disturbed by the environment.

From the explanation above, it can be seen that children have improved each session. In sessions 1 and 4, the children's scores were still low, this was because the children were new to the traditional game of congklak lidi. And in the next session, the child becomes more accustomed and focused on the game and can finish the game easily with a duration of <15 minutes.

DISKUSI

Based on research that has been conducted, the results showed that there was an increase in the development of moral emotions in pre-school age children aged 5-6 years after being given treatment. The increase in the development of moral emotions can be seen from the post-test scores which are higher compared to the pre-test results from the experimental group. Meanwhile, the control group did not experience an increase in post-test scores, compared to the pre-test results. Apart from that, an increase can also be seen based on the Wilcoxon analysis test in both groups. The experimental group obtained results that had significant differences after being given treatment in the experimental group. This research shows that there is an increase in the development of moral emotions in pre-school children by using the traditional game congklak lidi. This can be seen from the increase in post-test scores after treatment was given to the experimental group. Apart from that, the results showed that there were differences in the pre-test scores in the experimental group and also the control group which was in a condition where no treatment had been given.

The subjects in this research are the category of pre-school age children, where at this age children will actively explore their senses and through this exploration, children will develop their ability to understand their surrounding environment (Montessori, 2021). Human relationships in everyday life are much related to values that need to be considered, such as appropriate or inappropriate behavior for individuals and social society. These values will continue to make individuals think whether something is right or wrong, good or bad and also what the individual feels, both from pride and shame. According to Prinz (2007), moral emotions arise when individuals carry out actions that are following standards or violate moral values so moral emotions play a role in forming and communicating a view and decision to motivate behavioral responses to others and to oneself and considering the consequences. which will arise later. Based on this explanation, in the congklak lidi game, children will try to obey the rules that have been agreed upon at the beginning regarding how to play and how to pick up the sticks scattered on the floor, thus the game will help children increase the development of moral emotions by considering the consequences that will later arise. occur from the actions they do.

Games are something that can help children improve various aspects, where playing is one of the activities that children do in their daily lives. Rogers & Sawyers (in Hartati, 2005) stated that playing is one of the means for children to help their development optimally. Apart from that, playing also has an influence on development and through playing children will have experiences in the world of children. Traditional games are a medium that can help the development of moral emotions in children. Traditional games are a legacy that has been around for generations, besides that traditional games have many variations both between

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regions and ethnicities. Traditional games are easy games and can be played at any time, besides that traditional games can also help improve children's growth and development (Suhra, 2020). So traditional games will be used as a vehicle for children's learning both at home and at school. Apart from that, traditional games in Indonesia themselves have various variations from the culture of society in Indonesia so each region will have different styles and characteristics.

In previous research conducted by Iswinarti (2019) using the BERLIAN method, it was stated that traditional games are a place for children to strengthen their character such as helping each other, working together and solving problems. The development of moral emotions can be improved with one of the traditional games, namely congklak lidi, where the traditional game congklak lidi will stimulate children to make decisions, concentrate and organize strategies (Iswinarti & Suminar, 2019). Apart from that, many studies have found that traditional games have been proven to be able to develop morality in children. Games that are linked to moral learning can help children to acquire concepts and behavior related to morality, such as children being able to think better and how to choose what actions to take. Research conducted by Dini (2023) states that traditional games can be used as a learning forum for developing social-emotional competence in children. Based on the explanation above, it can be seen that traditional games can be a forum for helping children develop moral emotions in children.

The traditional game of congklak lidi requires players to choose which sticks to take to win the game and in this game, children are asked to take sticks one by one without shaking the other sticks, apart from that, to win the game of congklak lidi children also have to collect as many sticks as possible. In the traditional game of congklak lidi, children will also be required to play carefully and thoroughly, then children will also learn how to make decisions about which stick to take and be responsible for the stick they take.

In this study, children will play the congklak lidi game for 6 sessions, in each session the child will experience varying changes. Some children experienced improvement, which could happen because the children were able to participate in activities well and follow instructions. Apart from that, children also participated in activities with enthusiasm and enthusiasm when playing. Then the child begins to experience an increase in the total score, where the child begins to focus, follows instructions and is not confused by the surrounding environment. In session 6 it was carried out in the form of a competition where the children became more enthusiastic and enthusiastic about taking part in game activities and when playing time was over the children asked to play again.

Children begin to understand that the games they play have rules, and children begin to remind each other when their friends do not follow the instructions given. Then, after each session of the congklak lidi game, children will be given feedback in the form of questions related to moral emotions such as "How do the friends who won feel?" then "What would you feel if your friends lost?" and "when there are friends who don't follow instructions, how do friends feel?" Then these questions become a reflection of everyday life and how we must follow the rules that have been determined. So it can be said that this shows that there has been a good increase in the development of moral emotions in children.

The increase in children occurs due to several factors, one of which is traditional games which have noble values and certain moral messages (Haerani, 2013). This increase in the development of moral emotions in children also occurs because the subject wants to carry

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out activities with pleasure. In this congklak lidi game, children also show support and give to their friends, where the child also increases his social feelings towards friends his age. In the congklak lidi game, children are also taught to recognize moral emotions and learn to admit the mistakes they make. This proves that children have demonstrated moral values when participating in traditional game activities.

In the feedback process given at each session, children are trained to understand the games given, and later the children will discover what they get through the games they play. So it is hoped that children will know the benefits of this game and can use it in everyday life. At the end of the session, the feedback process carried out is that the subject will be asked to discuss what the child felt and what the child got from the game played. Children often learn from what they see, whereas according to Iswinarti (2016) someone tends to imitate other people's behavior when that behavior deserves a reward and someone will also avoid behavior that is punished. In this case, the learning and information that children get comes from direct feedback and experience when children play.

Based on the results of the post-test that was carried out on the experimental group that was given the congklak lidi game treatment, the scores obtained increased. This post-test assessment looks at the lowest initial pre-test score, initially, the child is not focused, is still often distracted by the surrounding environment, is distracted and unable to complete the task which then turns into the child being able to complete the task given. Apart from that, children will continue to process and learn from the experiences they get in each session. The results that children get from the experiences they experience are considered to be more effective when children want to achieve something optimally (Kolb & Kolb, 2005). So, in this research, it is proven that there is an influence on increasing the moral emotions of pre-school aged children when they are given the traditional game congklak lidi.

From the results of the discussion that has been presented, this research certainly has shortcomings. The shortcomings that occurred in this research were that the implementation of the field trip was hampered because the school activities were quite busy, the subject conditioning was less than optimal and the school had already entered the second semester. Apart from that, there was interference from outside, namely the classroom that the researcher used was combined with other children. who are studying so that the subject's friends who should not be taking part in the research process join in and the research subject is often unfocused because they are playing around with the subject's friends.

CONCLUSION

Based on the results of research that has been carried out, it can be concluded that the traditional game congklak lidi can increase the development of moral emotions in pre-school children. The results obtained from the pre-test and post-test in the experimental group which had been treated with the congklak stick game showed that there was a significant comparison in the experimental group with the control group which was not given any treatment at all, which can be concluded that the congklak stick game provided an influence on the development of moral emotions in children. Through traditional games, it is hoped that children's moral emotional development can be improved and can be applied in everyday life. This research implies that it is hoped that traditional games can be preserved by educators and parents. Apart from that, it is also hoped that traditional games will be preserved so that they are not forgotten and continue to be typical of Indonesian culture. Traditional games are a legacy from our ancestors that must be preserved by all Indonesian

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people. Traditional games themselves have the benefit of being quite effective learning tools in optimizing children's development and growth.

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Conflict of Interest

The author(s) declared no conflict of interest.

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