



## Traditional Ucing-ucing Game in an Effort to Strengthen Children's Character

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### ABSTRACT

Children are the foundational generation for the development of a country, so character formation must be done from an early age. Nowadays children are less interested in traditional games and prefer games on gadgets. Teachers have a role in strengthening character. **The purpose of this study** is to apply the traditional game of ucing-ucing in play and games courses to strengthen the character of early childhood. It is hoped that the results of this research can be useful for prospective PGPAUD teachers so that they are motivated and be creative in the learning process. **This research employs the Classroom Action Research (CAR)**. Data collection techniques use observation, interview, and test techniques (cycle 1 and cycle 2). **The results** show that there is an increase in quite a variety of traditional games that need to be explored and developed, one of which is the *ucing-ucing* game because it contains values such as honesty, responsibility, and cooperation. By using the traditional games, children can maintain concentration, knowledge, attitudes, skills and agility, which are purely carried out by the human brain and body. The results of observations in cycles 1 and 2 experienced an increase from 65% to 85%.

### KEYWORDS

Ucing-ucingan games, character strengthening, early childhood

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## INTRODUCTION

In an effort to improve the quality of the younger generation, namely early childhood, the government has issued a policy regarding education that supports lifelong education as stated in article 28 paragraph 1 of Law no. 20 of 2003 concerning National Education. As an implementation of this policy, Muhammadiyah Bogor Raya University is holding an early childhood Program. In the study program there are special courses (skills), namely Playing and Games courses. The aim of the course is to improve students' ability to utilize games that can improve the cognitive, emotional and motor intelligence of young children.

Early childhood development requires support and guidance from teachers, parents and the environment. This is because early childhood development is based on the sequence of physical, language, thought and emotional changes that occur in children from birth to early adulthood. In line with the opinion expressed that there are six aspects of development that will be achieved by early childhood, namely: (1) cognitive aspects, (2) social and emotional aspects, (3) communication and language aspects, (4) artistic aspects, (5) physical and motoric aspects, and (6) aspects of religious and moral values.

In fact, currently children's development is not developing as it should. The reason is that parents give gadgets without assistance, one of the reasons is to quiet children when they are fussy. Even though the child becomes silent, this can have a negative impact. Based on the results of (Subarkah,

2019) which states that gadget radiation-aged children can disrupt their health, reduce concentration in learning, be prone to crime, change behavior, for example they prefer to be alone, don't want to socialize, are more emotional and so on.

To overcome this social phenomenon, strengthening the character of honesty, responsibility and cooperation in education must start from early childhood school (PAUD). The success of character education in early childhood will become the foundation for building students' personalities at higher levels of education and also in social life in general. The correlation between early childhood education and character education is very important. An alternative way of instilling character education values in early childhood can be done by playing. The slogan found in early childhood education is "Learn while playing, play while learning", then one of the playing tools that can be used is traditional games.

Traditional games are a symbol of knowledge passed down from generation to generation and have various functions or messages behind them. As stated by (Hadyansah, 2021), every traditional game contains philosophical values which are manifested in its function as a medium for conveying cultural messages from generation to generation, such as the value of democracy, the value of education, the value of personality, the value of courage, the value of health, the value of unity, and moral values. With these characteristics, traditional games have great potential to maintain local wisdom values in creating character education.

One of the traditional games that can be used as an alternative for learning is the game of



cat and mouse. The game of cat and mouse itself depicts the life of a cat who is always chasing its enemy, namely mice. Therefore, this traditional game is often also called the cat and mouse game. There are many benefits that can be gained from this game of cat and mouse, including being able to train teamwork, train children's motor skills, train accuracy and balance, build trust in each other, can be used as a place to exercise, train speed, and what not. What's less important is increasing the joy of the players.

The majority of Early Childhood Education students at Bogor Raya Muhammadiyah University have taught at PAUD/TK/RA but there are still many who have not utilized traditional games in learning. The aim of this research is to describe the role of the traditional game of cat and mouse in efforts to strengthen children's character as an implementation of child's play and games courses. So, based on the description of the background of the problem above, the author is interested in researching the title Traditional *Ucing-ucing* Game in an Effort to Strengthen Children's Character as an Implementation of Play and Games courses.

## RESEARCH METHOD

This research is of the type Classroom Action Research (PTK). Classroom Action Research is an observation of learning activities in the form of an action that is deliberately created and occurs in the classroom simultaneously (Suharsimi, 2006). The research subjects in this study were 25 students of the Early Childhood Teacher Education Study Program at Muhammadiyah University, Bogor. The data collection

technique uses Purposive Sampling. According to (Sugiyono, 2019). Purposive sampling is a sampling technique using certain considerations according to the desired criteria to determine the number of samples to be studied.

Data collection techniques using library studies, observation, interviews, cycle 1 and 2 tests. According to (Iskandar, 2009) the steps for Classroom Action Research (PTK) that must be carried out are as follows: (1) Identifying general problems; (2) Carrying out checks in the field (reconnaissance); (3) Make general plans; (4) Developing first actions; (5) Observe, observe, discuss first actions; (6) Reflective-evaluative and revising/modifying for improvements and enhancements in the second and subsequent cycles.

## RESULTS AND DISCUSSION

### Cycle 1 and Cycle 2

Implementation in cycles one and the same, namely starting with the planning stages, including: (1) Preparing a Daily Activity Plan (RKH) that is in accordance with the indicators to be achieved; (2) Create learning steps based on the RKH that has been prepared; (3) Prepare a Learning Implementation Plan (RPP) which includes evaluation tools, processes and work results, and prepare materials to be used. The implementation of this implementation stage refers to the learning steps that have been made in the core activities, including the lecturer: (1) Explaining the motor activities that will be carried out outside the classroom with the traditional game of *ucing-ucing*; (2) Give an explanation of the meaning of the *ucing-ucingan* traditional game; (3) Practicing how to play; (4) Divide students into 2 groups, each group consisting of 6 people; (6) Playing the traditional



game of *ucing-ucing* alternately per group. (7) After all groups have finished playing with the cat, the lecturer invites the students to conduct questions and answers about the activity of playing with the cat and evaluate the character values to be implemented later when teaching in class.

Next, this observation or observation stage is carried out directly using an observation format during the ongoing learning process and assessing the learning process. This observation aims to determine the extent of success achieved in learning gross motor skills through the traditional game of *ucing-ucing*. Observation activities are carried out to observe everything related to the implementation of learning activities. Things that need to be observed include: 1) Observing or observing the obstacles faced when implementing learning activities. 2) Record the obstacles that occur during Learning Improvement activities. 3) Checking the final test.

The results and discussion should be presented in the same part, clearly and briefly. The discussion part should contain the benefit of research result, not repeat result part. The research results could be supplemented with tables, figures, or graphs (separate writing terms) to clarify the discussion. Avoid presenting similar data in a separate table. The analysis should answer the gap stated. The qualitative data, e.g. interview results, is discussed in paragraphs. The references contained in the introduction should not be re-written in the discussion. A comparison to the previous studies should be presented.

### **Observation Result**

During the research on children's gross motor skills through the traditional game of

catfish, there was an improvement in quality. Based on observations of the implementation of the learning process and the results in general from cycle I to cycle II there has been an increase. This is because in traditional games the concept of material is studied through exploration activities or direct observation. The activities carried out are also linked to the environmental conditions around the child so that it will be easier to understand them. Learning carried out by forming groups will also help children participate in learning well so that the desired level of achievement will be maximized.

Based on the results of data analysis, student activity can be seen that activity during learning activities also increases in each cycle. The indicator of success in this research is at least 85%. The lack of optimal abilities in cycle I was because students still felt embarrassed about carrying out learning activities. This is because at the beginning of the meeting students' interest was still not very good, they were not enthusiastic because they thought it was an ordinary game that had no meaning or benefits in learning. As for the increase from cycle I to cycle II, there was also a significant increase, this was due to the provision of motivation during the implementation of cycle II. There are several character values integrated in the traditional game of *ucing-ucingan*, including the following:

### **Honesty**

When the children gather together to do *hompimpa* to get the role of being in a cage or circle, then the two remaining children *hompimpa* do *pingsut* to determine the role of cat or mouse, and when the mouse is caught by the cat it is the value of honesty contained in the game. In everyday life, children are honest with their parents, answer honestly when asked and do not lie.



### Responsibility

In the game, the form of responsibility that emerges is when the children who have the role of cage hold each other's hands and make a circle or cage, then the cat and mouse place themselves according to their respective roles (cat outside the cage and mouse inside the cage) before the signal for the game to start and the one who plays the role of the cat will complete the game to the end. The value of responsibility in everyday life is that children do not forget time when playing.

### Collaboration

The form of cooperation in the traditional game of cing-ucingan is that each child has the same goals and interests, namely obeying the rules of the game from start to finish according to their respective roles. In real life, the result of cooperation is helping each other, also creating a child's mentality that is full of self-confidence in groups, both in social environments with their peers and with their families at home. Children can learn to understand the value of giving and receiving from an early age, children will also learn to appreciate other people's gifts even if they don't like them, accept the kindness and attention of their friends and family. With good cooperation skills, children can enjoy their childhood, they will grow into adults who have good adaptability and their lives will be happier. In developing character education, basic principles are needed that can be used as a basis and basis for thinking in implementing character education so that it runs effectively and efficiently.

These basic principles provide direction to where and how character education should be implemented in the world of education. Nowadays, many parties

are demanding an increase in the intensity and quality of the implementation of character education in formal education institutions. This demand is based on a developing social phenomenon, namely the increase in juvenile delinquency in society, such as mass fights and various other cases of moral decadence.

Even in certain big cities, this phenomenon has reached a very disturbing level. Therefore, formal education institutions as official forums for developing the younger generation are expected to increase their role in forming students' personalities through increasing the intensity and quality of character education. Education experts generally agree on the importance of efforts to improve character education in educational pathways. However, there are differences of opinion between them regarding the approach and mode of education.

Traditional games are almost extinct by modern games. Digital games, such as video games and online games, are mostly played statically, children play passively. They sat and remained silent, only their fingers worked. This causes the child to become indifferent to the environment which will affect the child's social interactions, as a result, the child develops into a shy, solitary and listic individual. Apart from that, this game also creates a tense atmosphere and gives rise to strong aggression, which makes children tend to always want to win and will be very disappointed and even unable to accept defeat.

### CONCLUSION

Based on the results of the data analysis above, it can be concluded that quite a variety of traditional games need to be explored and developed, one of which is the *ucing-ucingan*





game because it contains values such as honesty, responsibility, cooperation. With traditional games, children can train concentration, knowledge, attitudes, skills and dexterity which are purely carried out by the human brain and body. The results of observations in cycles 1 and 2 experienced an increase from initially only 65% to 85%.

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