

Cag-Cag Folk Games as Media to Strengthening Mutual Cooperation Character of Elementary School Students

Komang Ayu Tantri Sastra Dewi^{1*}, Anak Agung Gede Agung², Ida Bagus Gede Surya Abadi³ 

^{1,2,3}Program Studi Pendidikan Guru Sekolah Dasar, Universitas Pendidikan Ganesha, Singaraja, Indonesia

*Corresponding author: ayu.tantri@undiksha.ac.id

Abstrak

Individualisme dalam pembelajaran kelompok merupakan masalah yang harus dipecahkan karena merusak karakter gotong royong siswa sekolah dasar. Oleh karena itu, penelitian ini bertujuan untuk menganalisis pengaruh permainan rakyat Cag-cag terhadap penguatan karakter gotong royong pada siswa sekolah dasar. Penelitian ini merupakan penelitian eksperimen semu dengan rancangan non-equivalent control group design. Populasi penelitian ini adalah 681 siswa, dan sampel dipilih dengan menggunakan teknik cluster random sampling. Observasi digunakan sebagai metode pengumpulan data. Analisis data menggunakan analisis statistik deskriptif dan inferensial serta pengujian hipotesis menggunakan uji-t polled varians. Hasil penelitian menunjukkan bahwa nilai T hitung sebesar 4,40 lebih besar dari T tabel pada taraf signifikansi 5% sebesar 1,67, sehingga dapat dinyatakan terdapat perbedaan yang signifikan pada siswa yang diberi perlakuan menggunakan permainan rakyat Cag-cag. Berdasarkan hasil temuan dapat disimpulkan bahwa terdapat pengaruh permainan rakyat Cag-cag terhadap penguatan karakter gotong royong siswa sekolah dasar.

Kata Kunci: Penguatan, Karakter, Gotong Royong, Permainan Rakyat

Abstract

Individualism during group learning is a problem to be solved as it harms the mutual cooperation character of elementary school students. Therefore, this research aimed to analyze the effect of the Cag-cag folk game on strengthening the character of mutual cooperation in elementary school students. This research was a quasi-experimental study with a non-equivalent control group design. The population of this study was 681 students, and samples were selected using the cluster technique of random sampling. The observation was used as the data collection method. The data analysis involved descriptive and inferential statistical analyses and hypothesis testing using a polled variance t-test. The results showed that the calculated T value was 4.40, which was greater than the T table at the 5% significance level of 1.67, so it can be stated that there was a significant difference in students treated using the Cag-cag folk game. Based on the findings, it can be concluded that there was an influence exerted by the Cag-cag folk game on strengthening the mutual cooperation character of elementary school students.

Keywords: Strengthening, Character, Mutual Cooperation, Folk Games

1. INTRODUCTION

It should be noted that character is part of a human being; with the character possessed, it can become a characteristic of a person. Character is a moral or personality of a person which is used as a mental, moral, or ethical quality that is believed and used as a basis for movement both in thinking, behaving, and acting, and distinguishing one individual from another (Santika, 2020; Susilo et al., 2022; Warlim et al., 2021). Therefore, to help students be smart and have good characters can be given through education. Of course, this shows that education has a very important role in building insight, character, and identity (Hamdani et al., 2022; Irawati et al., 2022; Sampetondok, 2013). In other words, character education is essential to build and developing one's character. For this reason, the national education curriculum focuses on strengthening character education on five principles: religious, nationalist, independent, mutual cooperation, and integrity (Budiman & Karyati, 2021; Mulyani et al., 2020). However, currently, in the independent curriculum, there are six

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dimensions in the character education process under the Pancasila student profile, which is based on BSKAP Decree Number 009/H/KR/2022.

In this era of digitalization, technology continues to develop until it enters the world of education. As technology develops, learning in schools is easier and more practical, which is one of the advantages of technology. However, technology does not always bring benefits but also has negative impacts (Fadli, 2021; Purwadi, 2022). The negative influence of technology will also have a big impact, especially on the students' characters. This is evidenced by one study which stated that currently, children are increasingly dependent on gadgets which causes them to be reluctant to carry out activities and socialize with the surrounding community (M. Munir et al., 2022). Addiction to technology can cause many children to get trapped in online games or watch shows that are not appropriate to watch (M. Munir et al., 2022; Tristyanto, 2019). This causes many unpleasant things, such as bullying, individualism, irresponsibility, dishonesty, lack of discipline, and inability to socialize with society. If this is allowed, the next generation of the nation will have a strong attitude of individualism and will not have a spirit of mutual cooperation in society and the surrounding environment.

Based on the results of observations at SD Saraswati 6 Denpasar, the character of mutual cooperation in students was still weak. This was observed during fieldwork when some students did not cooperate with their friends in warming up. Of course, this is contrary to the reflection of the dimensions of mutual cooperation, which consists of three indicators: collaboration, caring, and sharing. Thus, after looking at the conditions on the research site, the character of mutual cooperation in the collaboration indicator was still weak. Not only that, some children did not help each other when their friends could not make the moves but cheered on their friends, and when the teacher explained, some were chatting and engrossed in their own world. In addition, the results of a survey using a questionnaire also proved that 57% of grade IV students' character scores had not yet reached the good or very good category but were still in the less to adequate category.

Based on this explanation, it is necessary to know what children like to strengthen the character of mutual cooperation in elementary school students. The world that children enjoy is the world of play, so strengthening character education should be done through a game (Ayu et al., 2017; Fachrurrazi et al., 2019; Mbadhi et al., 2018). Games can be divided into two, namely folk games and modern games. In this digitalization era, technological advances impact children's play activities (Imanda et al., 2018; Nur, 2013; Suparti & Susanti, 2017). Children born in this millennial era are more interested in modern games than folk games, even though folk games contain a lot of educational values that can strengthen character in children (A. Munir, 2019; Sutisna & Rahmawati, 2019). This is evidenced by one study stating that folk games bring many benefits in shaping and strengthening children's characters, such as creating a cheerful atmosphere, fostering a sense of togetherness, being able to socialize, cohesiveness, discipline, honing children's skills, honing children's creativity, getting opportunities to develop (Kusmiran, 2022; Marlina & Pransiska, 2017; Sutisna & Rahmawati, 2019). Folk games involve a lot of physical movement, so they can be included in Physical Education. Sports Health has three domains, namely psychomotor, cognitive, and affective (Medika et al., 2022; Pradana, 2021). One of the folk games in Bali is the *Cag-cag* folk game.

Cag-cag game is one of the folk games done by going through four bamboos that will close and open. This game is played by five people; one person passes through the bamboo, and four people move the bamboo (Dwijayanthi, 2009; Marlina, 2017). This *Cag-cag* folk game contains a lot of character values for children, especially for elementary school children who are still playing to strengthen mutual cooperation. This is evidenced by the results of an interview with a folk game maestro, who stated that *Cag-cag* has character values that

support strengthening character, especially the character of mutual cooperation. According to the results of an interview with it was stated that the *Cag-cag* folk game really supports activities to strengthen the character of collaboration because the game contains the character values of cooperation, cohesiveness, accuracy, and confidence.

This is in line with a similar game from NTT which states that this game can be an educational tool because it contains character values such as togetherness, focus, and agility (Nugrahani, 2012; Wijayanti & Indriyanti, 2017). Therefore this *Cag-cag* folk game can support in strengthening children's character. In previous research stated that the folk games they used to develop children's social skills were more effective than modern games (Kamid et al., 2021). Moreover other research stated that folk games could improve children's social skills (Effendi & Hartati, 2018). Based on those research, this research was conducted to determine the influence exerted by the *Mecag-cag* folk game as a medium in strengthening the mutual cooperation character of elementary school students. The aims of this study is to analyze the effect of the *Cag-cag* folk game on strengthening the character of mutual cooperation in elementary school student.

2. METHODS

This experimental research employed quasi-experimentation according to the research design with a non-equivalent control design. The description of this research design is show in Table 1.

Table 1. Non-Equivalent Control Group Design Research Design

Group	Treatment		
E	O ₁	X	O ₂
C	O ₃	-	O ₄

In this study, a population was used as a reference in taking a sample because the population is the total number of individuals who want to be examined. The population is a totality of all results, both calculating and measuring, qualitative and quantitative, from a complete and clear set of objects. This research involved fourth-grade elementary school students at the Saraswati Denpasar community college foundation consisting of 6 Saraswati Elementary Schools with a total of 681 students.

When conducting the study, it was impossible to study the population because there were so many of them, and it required a lot of money, effort, and time. Therefore, it was necessary to have a sample. A sample is half or part of the population, which is considered to represent the entire population and is then taken using a certain sampling technique that has been adapted to the research used (Agung, 2018). Therefore, it can be concluded that the sample is part of the population that will be studied in a study to achieve the research objectives. In taking a sample, this study used a cluster random sampling technique. After taking samples using this technique, Elementary School Saraswati 6 Denpasar was selected as the experimental group with 39 students, and Elementary School Saraswati 4 as the control group with 33 students.

The samples chosen were the object of research to obtain information related to the variables studied, namely strengthening the character of cooperation as the dependent variable and the *Cag-cag* folk game as the independent variable. *Cag-cag* is played in groups with mutual cooperation values such as collaboration, caring, and sharing according to the indicators of the mutual cooperation dimension. Meanwhile, character strengthening is a change in good character that is getting stronger to prepare the younger generation to be in society. In this study, the data were obtained using the observation method using observation

sheets and scoring rubrics. The data were then analyzed using descriptive and inferential statistical analyses and hypothesis testing using a pooled variance t-test.

The instrument reliability was tested using the alpha coefficient. The alpha coefficient was formed to calculate the instrument's reliability in the form of a description with a score range of 1 to 10. Therefore the reliability test on the observation sheet instrument was used with a score range of 1-4, and the alpha coefficient was used to test the instrument's reliability. The criteria for the reliability of the research instrument can be seen in [Table 2](#).

Table 2. The Research Instrument Reliability Criteria

No.	Reliability Coefficient	Reliability Interpretation
1	0.80-1.00	Very high
2	0.60-0.79	High
3	0.40-0.59	Sufficient
4	0.20-0.39	Low
5	0.00-0.19	Very Low

Base on [Table 2](#), the reliability test using the alpha coefficient. It was found that $r_{1.1} = 0.708$, which is included in the high category. The data obtained were analyzed using inferential statistical analysis using the t-test technique. Before being analyzed using the t-test technique, there were prerequisites tests. (1) The normality test of data distribution using the chi-square formula. The test criteria are if $\chi^2_{count} < \chi^2_{table}$ at a significance level of 5% with degrees of freedom (df) = 5, then the data are normally distributed. Homogeneity test of variance was done by looking if $F_{count} < F_{table}$, then the homogeneity testing criteria is said to be homogeneous. To test the hypothesis of this study, the t-test with the pooled variance formula was used with the criteria if $t_{count} > t_{table}$ at a significance level of 5% with $df = n_1 + n_2 - 2$, then H_1 was accepted.

3. RESULTS AND DISCUSSION

Results

The character value data according to the profile of Pancasila that the students obtained through pre-test and post-test activities were then analyzed using descriptive analysis to find a general description of student character. Through this analysis, the mean, median, mode, standard deviation, and variance were found. A detailed summary can be seen in [Table 3](#).

Table 3. Description of the Pre-Test Data Strengthening the Mutual Cooperation Character of the Experiment Group

Statistics	Mutual Cooperation Character
Means	14.71
Median	14.57
Mode	14.50
Standard Deviation	1.78
Variance	3.12

[Table 3](#) shows that the mode was smaller than the median, and the median was smaller than the mean; therefore, it forms a positive squint curve which shows most of the scores tend to be low. Then the polygon graph of the data can be seen in [Figure 1](#).

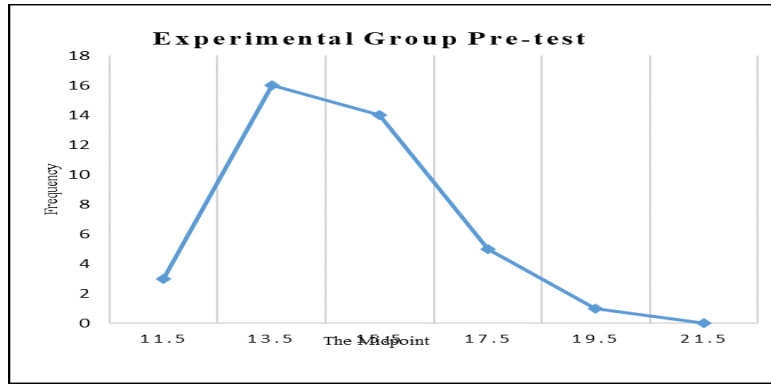


Figure 1. Polygon Graph of Pre-Test Score Strengthening the Mutual Cooperation Character of the Experiment Group

As shown in Figure 1, the mean was converted into a rating scale category, indicating that the average was in the less category. Detailed data from the control group pre-test results can be seen in Table 4.

Table 4. Description of the Pre-Test Data Strengthening the Mutual Cooperation Character of the Control Group

Statistics	Mutual Cooperation Character
Means	15.12
Median	15.03
Mode	14.92
Standard Deviation	1.75
Variance	3.08

Based on Table 4, the mode was smaller than the median, and the median was smaller than the mean; therefore, it forms a positive squint curve which shows most of the scores tend to be low. Then the polygon graph of the data can be seen in Figure 2. As shown in Figure 2. After getting the average results or mean and converting them into a rating scale category, the results showed that the average was in the less category. Detailed post-test results for the experimental group can be seen in Table 5.

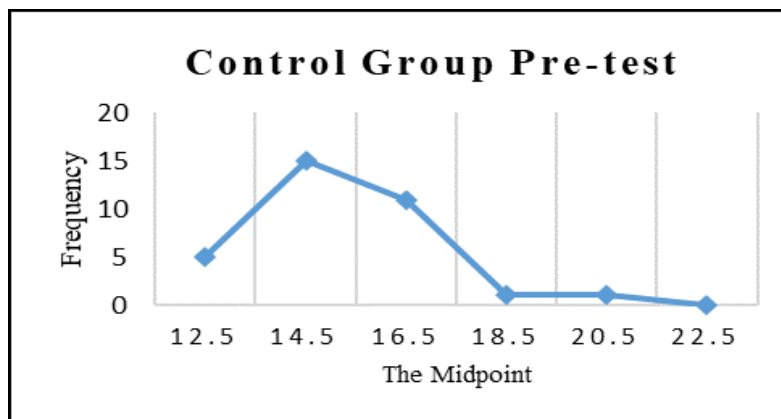


Figure 2. Polygon Graph of Pre-Test Score Strengthening Control Group Mutual Cooperation Character

Table 5. Description of the Post-Test Data Strengthening the Mutual Cooperation Character of the Experiment Group

Statistics	Mutual Cooperation Character
Means	31.70
Median	32.90
Mode	34.20
Standard Deviation	3.89
Variance	15.14

Table 5 shows that the mode was greater than the median, and the median was greater than the mean; therefore, it formed a negative squint curve which showed most scores tended to be high. Then the polygon graph of the data can be seen in Figure 3.

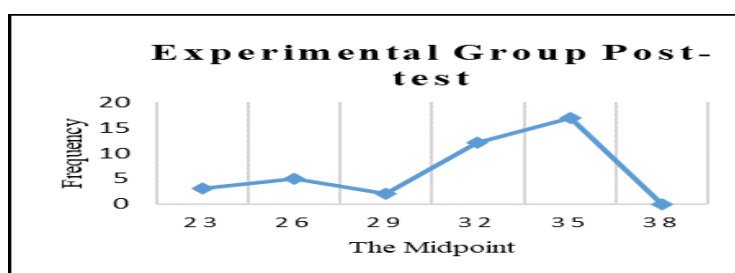


Figure 3. Polygon Graph Post-Test Score Strengthening Experimental Group Character

As shown in Figure 3 after getting the average results, the average or mean was rounded off and converted into a rating scale category. The results showed that the average was in the very good category. Detailed post-test results of the control group can be seen in Table 6.

Table 6. Description of the Post-Test Data Strengthening the Control Group Mutual Cooperation Character

Statistics	Mutual Cooperation Character
Means	28.18
Median	27.13
Mode	26.95
Standard Deviation	3.87
Variance	14.96

Table 6 shows that the mode was smaller than the median, and the median was smaller than the mean; therefore, it formed a positive squint curve which showed most tended to be low. Then the polygon graph of the data can be seen in Figure 4. As shown in Figure 4 after getting average or mean results and converting them into the rating scale category, they showed that the average fell into the sufficient category.

Data on the results of strengthening mutual cooperation characters were re-analyzed using t-test inferential statistical analysis. The data to be analyzed using the t-test must meet the prerequisites which consist of the data distribution normality test and the variance homogeneity test. The data to be tested for normality of data distribution and homogeneity of variance were data obtained through pre-test and post-test administration. The results of the analysis of the normality test for data distribution can be seen in Table 6.

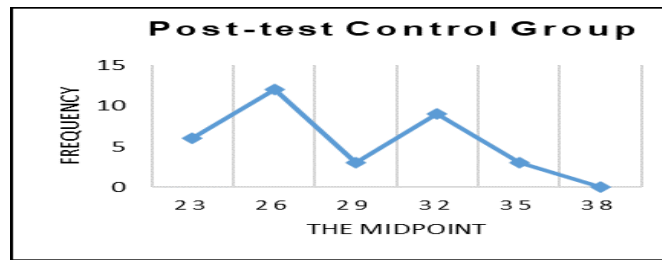


Figure 4. Polygon Graph Post-test Score Strengthening of Control Group Characters

Table 6. Data Distribution Normality Test Results

No.	Data Group Results of Mutual Cooperation Character Strengthening	χ^2_{count}	χ^2_{table}	Conclusion
1	Experimental Pre-Test	7.08	11.07	Normal
2	Control Pre-Test	4.84	11.07	Normal
3	Experimental Post-Test	9.77	11.07	Normal
4	Control Post-Test	6.57	11.07	Normal

Based on Table 6, the results of strengthening mutual cooperation characters in both pre-test and post-test in the experimental and control groups were normally distributed. After testing the data distribution's normality and homogeneity, the variance homogeneity test results can be seen in Table 7.

Table 7. Variance Homogeneity Test Results

No.	Data	F _{count}	F _{table}	Conclusion
1	Experimental and control group Pre-Test	1.014	3.98	Homogeneous
2	Experimental and control group Post-Test	1.011	3.98	Homogeneous

The argument from Table 7 shows that the experimental and control groups' data obtained in the pre-test and post-test were homogeneous because $F_{\text{count}} < F_{\text{table}}$. Based on the data obtained with normal and homogeneous distribution, the prerequisites for the t-test were fulfilled. Before conducting the t-test, data analysis was carried out using the gain score on the pre-test and post-test data. The summary of hypothesis testing on the results of character strengthening can be seen in Table 8.

Table 8. Summary of T-Test Calculation Results

Group	Multiple Subjects (n)	Average Score (\bar{X})	Variance (s^2)	Degrees of Freedom (df)	t _{count}	t _{table} (5%)
Experiment	39	0.804	0.36	70	4,40	1,67
Control	33	0.628	0.36			

Table 8 shows that $t_{\text{count}} > t_{\text{table}}$, so H_0 was rejected, and H_1 was accepted. So it can be concluded that there was a significant difference in the *Cag-cag* folk game on strengthening the character of mutual cooperation in class IV PJOK subjects at the Saraswati Denpasar Community College Foundation in the 2022/2023 academic year.

Discussion

The previously analyzed data was obtained through a pre-test on elementary school students using an observation sheet equipped with an assessment rubric by playing the *Meong-meong* folk game in both the experimental and control groups. Furthermore, the experimental group was given treatment in the form of the *Cag-cag* folk game as a medium used to help strengthen the students' mutual cooperation character eight times and was given a post-test. The control group was not given any treatment. It was given a pre-test and post-test using the *Meong-meong* game, so pre-test and post-test data were obtained for the experimental and control groups. These data were analyzed using descriptive statistics to find out an overview of the data and inferential statistics to determine the effect of the game in strengthening the mutual cooperation character of elementary school students (Budasi et al., 2020; Vrancken et al., 2021).

Based on the results of the data analysis, there was a significant difference in the experimental group which was given treatment in the form of a *Cag-cag* folk game, towards strengthening mutual cooperation characters with the control group, which was not given treatment in the form of *Cag-cag* folk game. The significant difference can be seen from the initial pre-test data for both the control and experimental groups, which were in the not-good category. After the treatment in the experimental group, there was an increase in the results of the post-test, which showed that the mutual cooperation character was getting stronger as they were in the very good category, whereas in the control group, when the post-test was carried out, the results showed that the mutual cooperation character was in the sufficient category (Aulia, 2018; Marlina & Pransiska, 2017).

This showed an improvement in the characters obtained from the experimental group, from not-good to very good. In contrast, for the control group, there was an increase in the characters from not good to sufficient. In conclusion, the experimental group that was given treatment using the *Cag-cag* folk game was more influential in strengthening character than the control group, which did not receive the game (Pramono et al., 2021; Supeni et al., 2019).

This explanation is supported by research which shows that folk games can strengthen the students' characters (Gustiana et al., 2017; Muhaniyah et al., 2021; Nugraha et al., 2018). The difference between this study and the previous ones was the use of folk games. Many studies used folk games that have been carried out in society, such as *engkleng*, *sack races*, *gobag sodor*, and *cublak-cublak suweng* (Listyaningrum, 2018; A. Munir, 2019; Solikah & Setyowati, 2020; Wariyanti, 2021). However, this study used folk games rarely known and played by children today, namely the *Cag-cag folk game*. This folk game needs good collaboration, concern among fellow human beings in a group, and a good attitude of sharing; otherwise, this game cannot be played well. To sum up, it can be stated that the experimental group had a stronger mutual cooperation character after being given treatment in the form of the *Cag-cag folk game*.

The implication of this research is to improve the cooperative character of elementary school students. This research can help improve the cooperative character of elementary school students through the use of *cag-cag* traditional games. In addition, this research increases local wisdom. This research can increase the understanding of local culture and traditions of *cag-cag* folk games in elementary school students. However, this study has limitations, one of which is the lack of control over other factors. It is possible that other factors besides the use of *cag-cag* games also affect the characteristics of student interactions, but they are not controlled in this study. In addition, this study did not involve a control group that could be used to compare program effectiveness with groups that did not receive a similar program. Therefore future research is expected to be able to conduct similar research by considering factors not presented in this study.

4. CONCLUSION

Education has an important role in building high insight, character, and identity; therefore, to help humans become intelligent, clever, and have good character qualities, the main key is strengthening character. Following the profile of Pancasila students, strengthening can be done through folk games, one of which is the *Cag-cag* folk game. This game is very supportive in strengthening the character of mutual cooperation because the game refers to the mutual cooperation dimension of the Pancasila student profile. A significant difference was observed between the group of students who were given the *Cag-cag* folk game and those who did not receive the game. Therefore, it can be concluded that using the *Cag-cag* folk game can strengthen the character of mutual cooperation for elementary school students according to the profile of Pancasila students.

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