

Model of traditional game-based extracurricular activities for strengthening character education

Suprayitno ✉, Universitas Negeri Surabaya

Wiryanto, Universitas Negeri Surabaya

Budiyono, Universitas Negeri Surabaya

M. Gita Primaniarta, Universitas Negeri Surabaya

✉ suprayitno@unesa.ac.id

Abstract: School programs with extracurricular development based on traditional games are prepared to change students' habits in their motor skills. Traditional games are fun activities to form children's motor skills and also help improve children's intelligence. The purpose of this study is to explain the model of traditional game extracurricular activities that can improve students' character in terms of their talents and interests. The research method used is thematic qualitative research to thoroughly investigate a program using the Nvivo12 Software. The subjects of this research were the headmaster of the low grade coordinator, the high grade coordinator and the sports subject teacher. The resulting data processing results started from two questions about traditional games and character education to answer 2 themes and 8 sub-themes. The results of the study show that the *Sekolahe Arek Suroboyo* program based on traditional extracurricular games is implemented to create a safe, recreational, educative and cooperative school environment. Traditional game-based extracurriculars taught to students include *egrang*, *gobak sodor* and *terompah*. The game was chosen because it is a source of developing students' talents that are local wisdom by using basic body movements in children. The extracurricular activity model accommodates all students who choose traditional games from grades 1-6 by arranging a schedule after school hours are finished. The *Sekolahe Arek Suroboyo* program by implementing traditional games has a nationalist character, cooperation and independence.

Keywords: Traditional Games, Character, Local Wisdom

Received 15 February 2023; **Accepted** 21 June 2024; **Published** 26 June 2023

Citation: Suprayitno, S., Wiryanto, W., Budiyono, B., & Primaniarta, M.G. (2023). Model of traditional game-based extracurricular activities for strengthening character education. *Premiere Educandum : Jurnal Pendidikan Dasar dan Pembelajaran*, 13(1), 1 – 14. Doi.org/10.25273/pe.v13i1.15683



Published by Universitas PGRI Madiun. This work is licensed under the Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.

INTRODUCTION

Games are fun activities that are liked by children as well as a practical way of learning with their peers in groups and based on gender. (Maulidina et al., 2018). Game activities can be carried out with tools or without tools by producing meaning or information impressions that are connected to the child's imagination (Indrayasa & Suryanti, 2020). Games in the world of children are useful for training the brain and mentality through the relationships formed between tools or playmates (Sitepu, 2018). With games played by children in elementary schools, they will trigger brain and mental development by increasing the moral, motor, cognitive, language and social aspects of students (Rohmah, 2016).

The game is included in sports activities because it has the meaning of playing itself by means of self-pleasure (Parrish et al., 2013). The sports concept obtained is adjusted to the preferences of the younger generation who are currently studying at school to participate in traditional game activities in order to form characters that have good values. (Perdima & Kristiawan, 2021). Traditional games have components of physical fitness related to student skills, namely dexterity, agility, balance, coordination, muscle explosiveness, reaction and speed (Palar et al., 2015). The results of physical activity with the continuation of sports activities explained by traditional games will shape the values of individual children (Macniven et al., 2019).

It's the same with online games that are easy for children to access with their gadgets but lack parental supervision when used. It can be seen that the concept of self-pleasure does exist, but elements of educational character formation cannot be found, which will further exacerbate the child's character (Syifa et al., 2019). Overcoming online games becomes dangerous because students are disturbed by their emotional and moral intelligence (Ulya & Fatuhurohman, 2021). Playing online games provides a narrow space for children by closing themselves off from social interaction, especially in learning activities (Atika, 2022). If you are used to playing online games, it will produce a bad child character by being insensitive to the surrounding environment and not caring about other people. (Paremeswara & Lestari, 2021). Another dangerous situation is that if you play too many online games, you become someone who thinks selfishly (King et al., 2019). So to overcome the problem of online games for children, traditional games are needed that are fun and broaden children's horizons.

Traditional games are now hard to find, especially in big cities, traditional things will be abandoned because they are considered prestigious, shy and old-fashioned. One of the factors that makes this traditional game neglected is that there is no more empty space to play with friends (H. Nur & Asdana, 2020). Therefore children will look for places like cafes that have free internet access, of course, for more modern games with the internet. Seeing the bad side of playing online games that dominate the interest of the current generation is evidenced by several studies on the character of children who are eroded and not in accordance with the nation's cultural values. This needs to be intensified in the scope of education so that child development can trigger cognitive, affective and psychomotor success (Maulida, 2020). Part of the learning resources in elementary schools is certainly an alternative for students to strengthen local strengths from traditional game activities that have been carried out for a long time, especially the generation affected by online games and the lack of space to play (Kurniawan, 2018).

Previously it was written that traditional games trigger the development of social skills and social skills for children (Ramadhani, 2020). Learning that utilizes traditional games as an effort to instill a soul of character it is proven to have meaning related to a learning material (Saputra, 2017). Traditional games are related to learning materials within the scope of elementary schools such as the use of tug of war as an integration of instilling children's character about learning natural knowledge (Merliana et al., 2021). Or by developing a learning module that directs students to understand the abilities of religious character, discipline, honesty, hard work and full responsibility (Perdima & Kristiawan, 2021). The results of strengthening the character of students show that the

development of traditional game modules that change children's characters has high effectiveness (Amania et al., 2021).

Learning designs in schools based on local wisdom that are applied to sports material in the Surabaya area will be in favor of developing student behavior (Windi Wahyuni & Muazimah, 2020). The principle of the curriculum used is learning by doing in accordance with strengthening students' character by utilizing traditional games. (Siti Anisah & Holis, 2020). The school program by utilizing traditional games is carried out in a local education policy called *Sekolahe Arek Suroboyo* that use extracurriculars as instilling student character which is carried out during study hours at school. This study focuses on explaining in detail the activity model designed by the school as a traditional game extracurricular activity to instill children's character.

METHODS

Research Design

The description of this research is explained through a qualitative descriptive method. This type of research is a scientific approach using the subjectivity of sources as a research instrument (Creswell, J. W., & Poth, 2016). Qualitative research is important to use in this study because the background that is found through facts that occur in the field will be answered through individual understanding, groups and field notes that occur. The answers generated were obtained from experience and the process of answering questions that were able to be answered from the point of view of the resource persons.

Participant

The research was conducted in the city of Surabaya, East Java, involving one *sekolah penggerak* at SDN Sidotopo Wetan V. The subjects of this study consisted of 5 people, namely the school principal, curriculum teacher coordinator, student teacher coordinator and two sports subject teachers.

Each of the participants has their respective main tasks and functions in carrying out extracurricular activities with a focus on traditional games as student character building activities. The school principal explained that school management was initiated through local government programs, the teacher coordinator in the curriculum field was in charge of making lesson schedules and extracurriculars, the teacher coordinator in the student affairs field was in charge of managing students and controlling school programs, two teachers in the field of sports each guiding traditional games extracurricular programs for low class (grade 1-3) and high class (grade 4-6).

TABLE 1. Demographic teachers as research participants

Class	Teacher' Role	Code	gender	Teacher experiece	Teacher status
1	School principal	P1	Female	4	Civil servant
2	Lower grade curriculum coordinator	C1	Female	6	Civil servant
3	High grade student coordinator	C2	Female	10	Civil servant
4	Lower grade sporty teacher	S1	Male	24	Civil servant
5	Higher grade sporty teacher	S2	Male	10	Civil servant

Material

The research instrument used by researchers is through semi-structured interviews which include questions that have been predetermined to be given to informants so that their responses are in accordance with the others. (Bolander Laksov et al., 2017). Five research participants who have their own main function tasks by connecting extracurricular activities with traditional games to produce quality characters later. Interview is a technique of collecting information to be analyzed or described thoroughly according to the theoretical framework (de la Croix et al., 2018). Researchers use tips as interviewers through procedures in collecting data interactively and reflectively. Furthermore, observations were made of the implementation of extracurricular activities of traditional games which were guided by the sports teacher and attended by all class teachers by observing what activities were carried out during these activities. Finally, by documenting the activities carried out using the media camera as evidence of the results of observations.

Procedure

Data collection was carried out for two months starting at the beginning of the month in the span of the second semester of the elementary school education calendar. This time was chosen because the implementation of the school program was ripe after the teacher working group meeting. Researchers observed intracurricular and extracurricular activities with a total time of 8 hours which were carried out from Monday to Thursday. After the observation was completed on the implementation of activities at school, the researcher conducted interviews with informants after each observation, this was adjusted because they followed interview tips, namely writing interview transcripts at the right time (McGrath et al., 2019). He continued, as the interviewer the researcher prepared interview instructions by preparing questions to be analyzed in writing. The researcher also observed students' practice and self-regulation by adapting while adjusting student characteristics as a basis for data collection needs.

Data Analysis

The results of data processing in the form of interview and observation transcripts were uploaded to the Nvivo application version 12. The inter-coder reliability process includes 5 transcripts from the data set of the participants involved. The processed data is compared with line-by-line coding. The transcript used is complex according to the situation faced by the researcher. This qualitative research relies on an appropriate intercoder to ensure research validity. A review of the steps used will determine the reactivity of the researcher, reduce ambiguity and involve all existing participants.

Each transcript is coded individually for each element with an open text code. After the open encoding is complete, the encoding is complete. Several questions were asked to develop sub-themes with axial coding and selective coding (analyzing the rearranged data focusing on emerging sub-themes). Development of the final theme by carrying out the stages of coding the actual transcript. Verification of thematic data was obtained after analyzing five teachers as informants. Strengthening the correct interpretation of the data is done by admitting the teacher agrees with the interview summary with thematic model analysis. Not forgetting that researchers document the potential performance of teachers in developing education through the phenomena they experience in an interpretation of the data.

TABLE 2. *Sekolahe Arek Suroboyo* program schedule for extracurricular traditional games

Research question	Theme	Subtheme	Sample quotations
How is the implementation of the <i>Sekolahe Arek Suroboyo</i> program on traditional game extracurriculars	Implementation of extracurricular programs	active in activities	<i>"We have a mature plan through socialization of educational services to be implemented fill in extra-curricular time."(C1)</i>
		Recreational environment at school	<i>"Schools create programs that create pleasant environmental conditions to continue learning from all sides of self-development" (C1)</i>
	Modification of the curriculum used	Educate creatively	<i>"The need for students in learning to be intelligent is carried out in terms of achieving student character" (P1)</i>
		Principal and extracurricular supervising teacher	<i>"With this innovation, educators working environment...support and help each other so that the program from the local government becomes successful according to its vision and mission." (P1)</i>
Traditional games and character cultivation have an effect on students.	Traditional games form character education for students	coordinating regional teacher working groups	<i>"School programs are arranged according to the needs of students with expert sources in schools are also involved." (C1)</i>
		Including Sports Grounds	<i>Through playing in groups, cooperation will be formed.... one form of deepening character that can be used in developing one's potential." (S1)</i>
	Character development follows traditional game extracurricular activities	Games are fun	<i>"Game extracurricular activities are included in sports activities because they activate the limbs This traditional game is also fun".(S1)</i>
		Development of talents and interests in children	<i>Extracurriculars at this school have a goal to improve school achievement following the government program all educators support students who are competent in their respective fields later" (C2)</i>

RESULTS

Based on themes that emerged from the data set organized into appropriate research questions. All themes identified from each question regarding extracurricular traditional games with student characters. The descriptions of the themes that appear are shown in **Table 2**. How often the theme appears is a record that is often found by classifying P as the principal, C as the teacher coordinator, and S as the extracurricular supervising teacher.

TABLE 3. *Sekolahe Arek Suroboyo* program schedule for extracurricular traditional games

Class	Days	Time	SAS Program	Place
1A 1D	1C Monday	10.00- 11.00	Draw Traditional game	Hall Field yard
2A 2D	2C			
1A 1D	1B Tuesday	10.00- 11.00	Draw Traditional game	Hall Field yard
2A 2D	2B			
3.4.5.6	Monday	12.30- 13.45	Futsal traditional games	Back court center field
3.4.5.6	Tuesdat	12.30- 13.45	Conversation Traditional games	Back court center field

How is the implementation of the *Sekolahe Arek Suroboyo* program on extracurricular traditional games?

Answering this question, two themes can be understood, namely (1) Implementation of extracurricular programs (2) curriculum modification. The two themes were explained in detail through resource persons and field observations as well as outreach from the education office.

Theme 1: Implementation of extracurricular programs

Traditional games are activities that are fun for students in groups. Incorporate this traditional game into the school program through extracurricular activities under the guidance of the teacher. This traditional game was chosen because of the characteristics of school children who do not have a playing field and the flow of online game playing technology which reduces the level of intelligence of children. Follow-up to provide better quality schools through teacher communication forums in schools fully supports traditional game extracurricular activities. *"Implementation of extracurricular traditional games is expected to increase student achievement in the field of sports"(P1)*. The implementation of traditional games is intended for all students who have extracurricular grades 1 to 6 with implementation every 2 hours of lessons.

In accordance with the observations made by the school to implement the *Sekolahe Arek Suroboyo* program within the scope of education, the extracurricular program is aimed at strengthening the character of students as seen from their interests and talents. *"This school has provided an offline questionnaire for all students to choose one of the Sekolahe Arek Suroboyo extracurricular programs" (C2)*. The mechanism for student participation in the *Sekolahe Arek Suroboyo* program is to fill in what is desired. *"Students can take part in several extracurriculars that have been programmed with the condition that they choose two and the hours of activity do not clash (C1)"*. Traditional game extracurricular programs carried out on a schedule are shown in **Table 3**.

Sekolahe Arek Suroboyo program is carried out after intracurricular learning. The school schedule has morning and afternoon shifts for the lower grades because it is constrained by the need for teachers. The extracurricular activities carried out have accompanying teachers to foster students. For game extracurriculars, traditional teacher assistants are coached by two sports teachers who are divided into low grades (grades 1, 2, 3) and high grades (grades 4, 5, 6). The division on low-level material is low-level material, for example jumping rope, marbles, congklak, dragon snakes, unloading pairs, *egrang*, *gobak sodor*. Whereas for the upper class the focus is on *gobak sodor*, team forts, *egrang* which are games that are categorized as contested. In addition, an explanation of the schedule contained in the table is drawing, scouting, reading and writing the *qur'an*,

futsal, silat, hydroponics, minecraft, cooking class, piano, English conversation, weaving, volleyball, pildacil.

Theme 2 : Modification Of The Curriculum Used

Traditional games as part of the extracurricular activities organized by SDN Sidotopo Wetan V cannot be separated from the changes in the 2013 curriculum to become an independent learning curriculum. *"Since independence, the Surabaya city curriculum has been used as an innovation program through the Sekolahe Arek Suroboyo education for developing children's character" (C1)*. each school in program development is adjusted to the academic year in using the curriculum. So this character strengthening program is carried out by all public schools in the city of Surabaya. The schedule for entering elementary school using this program is 5 school days, from Monday to Friday.

In fact, the curriculum can adjust school programs by carrying out culture-based sports which can suggest basic motion material for children based on learning local wisdom (Taroreh & Satria, 2020). curriculum modification that applies *Sekolahe Arek Suroboyo* activities on school days according to the conditions of each school. Time is given for 2 hours or 120 minutes outside of intracurricular learning hours without reducing class hours according to the applicable national curriculum structure. The use of the past curriculum structure that burdens students in the intracurricular section tends to burden students with boredom towards learning (Herdayanti & Watini, 2021).

All teachers in the school are involved is the best way to gain effectiveness about the success of the school program (Dea Ramadhana et al., 2013). *"Implementation of the Arek Suroboyo program school hours is usually carried out after learning takes place from grade 1 to grade 6"*. With this program the teacher will maximize time to be filled with extracurricular activities. In more detail, class teachers who are replaced with other study hours will be replaced with extracurricular teaching as accompanying teachers. The task of the accompanying teacher is to help out-of-school teachers who are teaching. This is because the number of students taking extracurricular options is quite large and requires additional teaching staff.

For more details on the radial diagram, the *Sekolahe Arek Suroboyo* program schedule in learning activities can be done in the morning session or afternoon session. The morning study program is held at 07.00 A.M-12.00 A.M and the afternoon program is held at 12.00 A.M-15.00 A.M. The program is filled with learning activities first, namely intra-curriculars which contain subjects in mathematics, thematic or fields of study such as religion and sports. Other co-curricular learning is also implemented in the school habituation schedule with project-based or differentiation activities. Focus on extracurricular activities which are carried out for 2 hours per day so that students are prohibited from moving according to their choice because it does not damage the number of members and focus on practicing.

The third aspect of implementing learning needed in the *Sekolahe Arek Suroboyo* development program is the balance of students' cognitive, affective and psychomotor intelligence. *"Class time used for this program leads to the formation of children's character, such as increasing understanding of the qur'an, wanting to improve music, wanting to exercise and others (P1)"* Strengthening character is the main thing so that they become prospective students besides studying according to the curriculum they teach, they also know themselves, especially the talents that become their potential as non-academic abilities. Guru sebagai pengajar memiliki jalan keluar mengubah gaya belajar dengan memberikan nilai positif dari segi motivasi, pengembangan diri, ketertarikan dan antusiasme terhadap nilai pembelajaran (Jalolov & Abdiolimova, 2022).



FIGURE 1. Teachers teach extracurricular traditional games

Traditional games and character cultivation have an effect on students

The themes discussed are traditional games and character building that lead to the fulfillment of school programs. The third theme emerges explaining that traditional games are carried out after intracurricular activities and the fourth theme is character development following extracurricular activities from each traditional game.

Theme 3 : Traditional games form character education for students

This theme explains two important things to be discussed in deepening the phenomena that occur in the outline of thought. The first is the element of sports carried out in the implementation of sports games as extracurricular content. This activity encourages students to be active while participating in ongoing activities. *"Children will move according to the rules of playing traditional games which will certainly help psychomotor development and child development"* (S2). Some traditional games also adapt to trends that occur in the area, to make it easier for students to understand or find out about these games. This is an unequivocal answer why sports teachers are active as supervisors when these traditional games are carried out by students during extracurricular activities. Not only that, the sports teacher also guides and trains them by providing strategies, techniques, rules that apply in traditional games by equating the existing competition rules. The teacher must understand the elements of traditional games which include the name of the game, objectives, tools, supporting facilities, how to play and the goals of the student's character to be achieved (Susanto, 2017). Traditional game extracurricular activities are carried out as shown in Figure 1.

Sport is an activity that is in accordance with traditional games for the development of elementary school students. The psychomotor aspect that is developed becomes the potential to produce achievements produced by the school as the quality of student quality. *"After the pandemic, students lost their character, then through traditional games they can develop their talents through extracurriculars provided by the school"* (S1). Through traditional games, students develop the character of social skills that occur when using play tools and coordinating with their classmates. Social skills instilled since elementary school will fortify themselves in later adolescent development so that they are able to establish good relationships and be able to play a real role in society (John Santrock, 2013).

Through the role of traditional games on *egrang*, *gobak sodor* and *terompah* which were carried out in the *Sekolahe Arek Suroboyo* program, it turned out that they were able to build student character regarding the values of nationalism, cooperation and integrity. This is in accordance with the vision and mission of the city government which wants to build student character values through the school environment. The students' view of this traditional game is very appropriate because there is a suitability of characteristics based on the principles of learning styles and activities (Gustian, 2020). The extracurricular

learning model that students follow reminds them to pay attention to the revival of traditional games as the nation's cultural heritage (Hafina et al., 2022).

Theme 4 : Character development follows traditional game extracurricular activities

Games develop children's character through ways that are educational and directed and have the goal of achieving achievement. *"Sekolaha Arek Suroboyo program aims to improve the character of students after experiencing the impact of a pandemic who cannot attend school during face-to-face meetings" (P1)*. Character education is a concrete manifestation of the curriculum objectives in developing the souls of students. Being one of the answers through traditional games will arouse students' interest to follow them. Following traditional children's games is the right solution so that free space for playing is not a problem. Children will experience an interesting experience by participating in traditional games as an extracurricular program which is part of the school program.

The game of *egrang* that uses bamboo as the main tool for playing with the rules that players must be able to stand up and then walk in balance. This game is very challenging and fun. In this game students try to independently complete the way to be balanced in playing the *egrang* game. The traditional game of skipping uses wood as a foothold, each of which has two gaps for the feet to step with the aim of being able to step in rhythm with the speed of the feet. This game is played by a team consisting of 3 to 5 children who require students to coordinate their movements so that this game can be played. In this game it is not uncommon for students to fall or be out of tune, so it is necessary to have coordination between friends to play the trumpet. The value of independence and teamwork is the main thing that can be seen from the activities of students to explore their potential in doing something. Included in the value of local wisdom that students need to maintain because this traditional game is the original identity of the nation which has instilled a more nationalist character in children (Khadijah et al., 2022; Sholikin et al., 2022).

The character of students who are developed is of course the basic capital for students when they are outside of school by having the competence and expertise as a talented generation. *"The independent curriculum provides ample space as a teacher to develop children's talents through character education" (P1)*. Talents that are explored for the needs of the generation of students in the 21st century can be through increased literacy, sports, religion. It turns out that this activity can be managed through schools that have special programs as a basis for realizing children's potential through elementary school education. The points discussed become a measurable reference to be carried out according to the following student output regarding strengthening character education.



FIGURE 2. Forms of character education through playing *egrang* and *terompah*

DISCUSSION

Traditional game extracurriculars that have activities to strengthen character education in children include forming honest discipline and responsibility (Masyhuri & Suherman, 2020). The involvement of the teacher's role is very important to meet the needs of experts in guiding the programmed extracurriculars. So that the demand for program adjustments with experts has become the mandate of the school principal's management to ensure the availability of teacher abilities other than being a class teacher. The self-adjustment program is a form of development carried out by the school to support the learning process based on local wisdom with the aim of increasing students' intelligence in terms of body movements (Toharudin et al., 2021).

The three things discussed answer further research questions regarding models of traditional game activities that shape children's character (Nugraha et al., 2018). This section regulates the themes that will be discussed regarding the relationships that occur in school-based programs 1) The role of the teacher educates during school hours 2) Fun sports activities 3) Traditional games have local values to continue the younger generation. This chapter is important to discuss in order to continue social skills research that occurs at the elementary school level with the implementation of school programs based on local wisdom culture through traditional games (Irmansyah et al., 2020).

school programs regarding joint practice to make local government programs successful is very important teachers are not only competent in educating and teaching according to the intracurricular curriculum. That is, the current teacher must have skills or one of the superior abilities in developing students' talents and interests (Azmiyah & Astutik, 2021). Education does not only revolve around general knowledge but has a perspective towards strengthening the character of capable children as a more advanced generation (Anwar et al., 2018). In this case educating will be more relevant to adjusting the type of learning, namely intracurricular learning as a class teacher and extracurricular learning as an expert teacher in the field of developing talents and interests. In addition, as a school that implements an *merdeka* curriculum applying the extracurricular aspects of learning, will play a greater role in aligning intracurricular and co-curricular activities (Lubis & Priyadi, 2022).

The three elements forming character school learning in quality-based school development will occur through school programs run by school principals, teachers, staff and extracurricular coaches. In reviewing the flagship school program regarding traditional games as a process of strengthening character education through post-intracurricular learning time in schools the aim is to improve school achievement in the field of sports (L. Nur et al., 2021). Traditional games activities are aligned with the development of children in elementary school. Others, in terms of sports, many branches will be contested to stimulate students' enthusiasm in developing their talents and interests (Thalib & Ahmad, 2020).

According to the school, the target character is the basic potential that can be developed from the school through programs that are developed in terms of sports. Sport is the basis of motion science to be developed further in the field of expertise (Ramadan et al., 2020). Many schools display school achievement as an illustration that the school resources and programs provided to the community are of high quality. This shows that learning takes place using curricular, co-curricular and extra-curricular aspects. Implementation of sports learning that provides theory and practice according to the curriculum according to lesson hours. The application of sports can be done through school programs with sports habituation such as group gymnastics, as well as developing talents and interests according to the wishes of students in pursuing sports to increase their potential (Zaenuri & Dwidayati, 2018).

The focus explained by the traditional game-based extracurricular school program is to improve children's character regarding children's skills that are developed during school hours (Tasnim et al., 2022). With seven hours of school time, students will develop

their potential independently and be guided by the teacher. These findings become a model for the new school program as a reference for preparing students with character for global competence (Tabroni et al., 2021). Learning is not based on assessment but on process standards regarding school program innovation according to the demands of the education office and the achievements of students who are more advanced in the future (Mustika et al., 2021).

The character development of students who are gifted, achievers according to traditional game extracurriculars will be explored from playing *egrang*, *terompah* and *gobak sodor*. *egrang* have the ability to balance which is very difficult to master between body balance and footrests. The *terompah* game has cooperation between groups with timeliness and speed to reach the finish line. Furthermore, in the team fight or called *gobak sodor*, teamwork and movement speed are needed to defeat the enemy. As with other traditional games, individual or group play has the potential to improve student's physical, increase motor skill and strengthen character (Zaenuri et al., 2017).

The sports teacher will adapt to the *Sekolahe Arek Suroboyo* program to become an expert teacher of traditional games such as, *gobak sodor*, *egrang* and others. During practice, students who take part in traditional game extracurriculars will have active muscle movements and body balance (Han et al., 2018). Traditional game facilities were also created by the teachers for the training needs of the students. This approach is an exploration of the teacher's ability to meet needs according to the characteristics of the school. Likewise, students must be able to maintain and properly utilize what the school has done as a practice for building character for nationalist independent, teamwork

CONCLUSION

This phenomenological study takes us into deepening character education with traditional games applied in school extracurricular programs. The findings from this study answer the continuation of previous research on the value of local wisdom which is a solution to the problems experienced by students in recognizing talents and interests, especially sports interests and talents. Principals, class teachers and politicians are more actively involved in supporting the *Sekolahe Arek Suroboyo* program as part of the curriculum to improve student character education. So this research provides benefits for other schools to apply together in strengthening character education through traditional games. The traditional games of stilts, trumpets, and *gobak sodor* have the value of building children's character, namely building children to become nationalists, teamwork when playing, and being independent in being able to play these games. This school program illustrates that character education can be carried out from local wisdom sources in their respective regions.

ACKNOWLEDGMENTS

We are grateful to the school principal, class teacher coordinator and sports study teacher for helping to collect data on the *Sekolahe Arek Suroboyo* program.

REFERENCES

1. Amania, M., Nugrahanta, G. A., & Kurniastuti, I. (2021). Pengembangan Modul Permainan Tradisional Sebagai Upaya Mengembangkan Karakter Adil Pada Anak Usia 9-12 Tahun. *Elementary School: Jurnal Pendidikan Dan Pembelajaran Ke-SD-An*, 8(2), 237-251. <https://doi.org/10.31316/esjurnal.v8i2.1230>
2. Anwar, K., Wasino, M., Samsudi, S., Prihatin, T., & Victoria, A. (2018). *The Development Model Of School Culture On The Strengthening Of Students' Character In Sma Islam Sultan Agung Semarang*. 247(Iset), 282-285. <https://doi.org/10.2991/iset-18.2018.59>
3. Atika, N. (2022). *Pelaksanaan Permainan Tradisional Domikado untuk Mengembangkan Kemampuan Sosial Emosional pada Anak Usia 5-6 Tahun di RA Perwanida 1 Palembang*. 6,

- 9719–9724.
4. Azmiyah, U., & Astutik, A. P. (2021). The Role of The Movement Teacher in Preparing Indonesia's Excellent Generation. *Nazhruna: Jurnal Pendidikan Islam*, 4(2), 396–408. <https://doi.org/10.31538/nzh.v4i2.1582>
 5. Bolander Laksov, K., Dornan, T., & Teunissen, P. W. (2017). Making theory explicit - An analysis of how medical education research(ers) describe how they connect to theory. *BMC Medical Education*, 17(1), 18. <https://doi.org/10.1186/s12909-016-0848-1>
 6. Creswell, J. W., & Poth, C. N. (2016). *Qualitative inquiry and research design: Choosing among five approaches*. Sage publications.
 7. de la Croix, A., Barrett, A., & Stenfors, T. (2018). How to...do research interviews in different ways. *The Clinical Teacher*, 15(6), 451–456. <https://doi.org/https://doi.org/10.1111/tct.12953>
 8. Dea Ramadhana, Rachmadaniz Audrey, Nisva, S., Itsna, F., Suliyanah, & Lestari, N. A. (2013). Pengembangan Media Pembelajaran berbasis Game Ular Tangga Numerasi Oleh KKN Unesa untuk Mendukung Program SAS (Sekolah Arek Suroboyo). *Dedikasi: Journal of Community Engagemend and Empowerment*, 01(01), 12–26.
 9. Gustian, U. (2020). Permainan tradisional: suatu pendekatan dalam mengembangkan physical literacy siswa sekolah dasar. *Jurnal SPORTIF: Jurnal Penelitian Pembelajaran*, 6(1 SE-Article), 199–215. https://doi.org/10.29407/js_unpgri.v6i1.14252
 10. Hafina, A., Nur, L., & Malik, A. A. (2022). The development and validation of a character education model through traditional games based on the Socratic method in an elementary school. *Cakrawala Pendidikan*, 41(2), 404–415. <https://doi.org/10.21831/cp.v41i2.46125>
 11. Han, A., Fu, A., Cobley, S., & Sanders, R. H. (2018). Effectiveness of exercise intervention on improving fundamental movement skills and motor coordination in overweight/obese children and adolescents: A systematic review. *Journal of Science and Medicine in Sport*, 21(1), 89–102. <https://doi.org/https://doi.org/10.1016/j.jsams.2017.07.001>
 12. Herdayanti, H., & Watini, S. (2021). Penerapan Permainan Tradisional Engklek dalam Mengembangkan Kecerdasan Majemuk Pada Anak Usia Dini. *Jurnal Pendidikan Tambusai*, 5(3 SE-Articles of Research), 6222–6227. <https://jptam.org/index.php/jptam/article/view/1930>
 13. Indrayasa, K. B., & Suryanti, P. E. (2020). Keterlibatan Orang Tua Dalam Kegiatan Kreatif Anak Usia Dini Selama Belajar Dari Rumah. ... *Jurnal Pendidikan Anak Usia ...*, 5(2), 180–190. <https://doi.org/10.25078/pw.v5i2.1759>
 14. Irmansyah, J., Lumintuarso, R., Sugiyanto, F. X., & Sukoco, P. (2020). Children's social skills through traditional sport games in primary schools. *Cakrawala Pendidikan*, 39(1), 39–53. <https://doi.org/10.21831/cp.v39i1.28210>
 15. Jalolov, S., & Abdiolimova, I. (2022). Methods of teaching physical education in elementary school. *ACADEMICIA: An International Multidisciplinary Research Journal*, 12(5), 758–763. <https://doi.org/10.5958/2249-7137.2022.00487.6>
 16. John Santrock. (2013). *Adolescence*. McGraw-Hill Education.
 17. Khadijah, K., Nasution, D. A., Maisarah, M., & Ritonga, A. A. (2022). Pengaruh Permainan *Terompah* Terhadap Motorik Kasar, Bahasa, dan Sosial-emosional Anak. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 6(5), 4026–4038. <https://doi.org/10.31004/obsesi.v6i5.1762>
 18. King, D. L., Delfabbro, P. H., Perales, J. C., Deleuze, J., Király, O., Krossbakken, E., & Billieux, J. (2019). Maladaptive player-game relationships in problematic gaming and gaming disorder: A systematic review. *Clinical Psychology Review*, 73, 101777. <https://doi.org/https://doi.org/10.1016/j.cpr.2019.101777>
 19. Kurniawan, M. R. (2018). Permainan tradisional Yogyakarta sebagai sumber belajar alternatif berbasis kearifan lokal bagi pembelajaran di sekolah dasar. *Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran*, 8(2), 98. <https://doi.org/10.25273/pe.v8i2.2697>
 20. Lubis, S., & Priyadi, M. (2022). Implementation of the independent learning curriculum in elementary school. *School education journal pgsd fip unimed*, 12(4), 356–361. <https://doi.org/10.24114/sejpgsd.v12i4.40962>
 21. Macniven, R., Canuto, K., Wilson, R., Bauman, A., & Evans, J. (2019). The impact of physical activity and sport on social outcomes among Aboriginal and Torres Strait Islander people: A systematic scoping review. *Journal of Science and Medicine in Sport*, 22(11), 1232–1242. <https://doi.org/https://doi.org/10.1016/j.jsams.2019.06.017>
 22. Masyhuri, S. F., & Suherman, W. S. (2020). *The Traditional Game Learning Model for the Elementary School Student Character Building BT - Proceedings of the 4th International Conference on Sport Science, Health, and Physical Education (ICSSHPE 2019)*. 9–13.

- <https://doi.org/10.2991/ahsr.k.200214.003>
23. Maulida, S. (2020). Pengaruh Permainan Tradisional Bakiak Terhadap Kemampuan Sosial Anak Usia Dini. *Pedagogi: Jurnal Anak Usia Dini Dan Pendidikan Anak Usia Dini*, 6(1), 50–59. <http://103.114.35.30/index.php/Pedagogi/article/view/4237>
 24. Maulidina, M., Susilaningsih, S., & Abidin, Z. (2018). Pengembangan Game Based Learning Berbasis Pendekatan Saintifik Pada Siswa Kelas Iv Sekolah Dasar. *JINOTEP (Jurnal Inovasi Dan Teknologi Pembelajaran) Kajian Dan Riset Dalam Teknologi Pembelajaran*, 4(2), 113–118. <https://doi.org/10.17977/um031v4i22018p113>
 25. McGrath, C., Palmgren, P. J., & Liljedahl, M. (2019). Twelve tips for conducting qualitative research interviews. *Medical Teacher*, 41(9), 1002–1006. <https://doi.org/10.1080/0142159X.2018.1497149>
 26. Merliana, A., Masum Aprily, N., & Agustini, A. (2021). Indonesian Journal of Primary Education Penggunaan Aplikasi Sway sebagai Media Pembelajaran IPS SD Mengenai Materi Kegiatan Ekspor dan Impor. © 2021-Indonesian Journal of Primary Education, 5(1), 23–31. <http://ejournal.upi.edu/index.php/IJPE/index-Allrightsreserved>
 27. Mustika, D., Ambiyar, A., & Aziz, I. (2021). Proses Penilaian Hasil Belajar Kurikulum 2013 di Sekolah Dasar. *Jurnal Basicedu*, 5(6), 6158–6167. <https://doi.org/10.31004/basicedu.v5i6.1819>
 28. Nugraha, Y. A., Handoyo, E., & Sulistyorini, S. (2018). Traditional Game on The Social Skill of Students in The Social Science Learning of Elementary School. *Journal of Primary Education JPE*, 7(2), 220–227. <https://journal.unnes.ac.id/sju/index.php/jpe/article/view/23475>
 29. Nur, H., & Asdana, M. F. (2020). Pergeseran Permainan Tradisional Di Kota Makassar. *Phinisi Integration Review*, 3(1), 17–29. <https://doi.org/10.26858/v3i1.13131>
 30. Nur, L., Rusmana, N., Stephani, M. R., Suryana, D., Guntara, R. G., Sujaya, K., Giyartini, R., & Solihati, E. (2021). A Training for Strengthening Character Education Through Traditional Games Based on The Socratic Method for Teachers in Elementary.
 31. Palar, C. M., Wongkar, D., & Ticoalu, S. H. R. (2015). Manfaat latihan olahraga aerobik terhadap kebugaran fisik manusia. *Jurnal E-Biomedik*, 3(1). <https://doi.org/10.35790/ebm.3.1.2015.7127>
 32. Pareswara, M. C., & Lestari, T. (2021). Pengaruh Game Online Terhadap Perkembangan Emosi dan Sosial Anak Sekolah Dasar. *Pendidikan Tambusai*, 5(1), 1473–1481. Pengaruh Game Online, Perkembangan Emosi dan Sosial, Anak sekolah Dasar.
 33. Parrish, A.-M., Okely, A. D., Stanley, R. M., & Ridgers, N. D. (2013). The Effect of School Recess Interventions on Physical Activity. *Sports Medicine*, 43(4), 287–299. <https://doi.org/10.1007/s40279-013-0024-2>
 34. Perdima, F. E., & Kristiawan, M. (2021). Nilai-nilai Karakter pada Permainan Tradisional Hadang di Sekolah Dasar. *Jurnal Basicedu*, 5(6), 5342–5351. <https://doi.org/10.31004/basicedu.v5i6.1640>
 35. Ramadan, G., Mulyana, N., Iskandar, D., Juniarti, Y., & Hardiyanti, W. E. (2020). Physical Education for Early Childhood: The Development of Students' Motor in Athletics Basic Motion. *Proceedings of the 4th International Conference on Sport Science, Health, and Physical Education (ICSSHPE 2019)*, 1, 127–138. <https://doi.org/10.2991/ahsr.k.200214.023>
 36. Ramadhani, Y. P. (2020). Model Permainan Tradisional untuk Meningkatkan Keterampilan Sosial Anak Sekolah Dasar. *Jurnal Pendidikan Tambusai*, 4(1), 248–255.
 37. Rohmah, N. (2016). Bermain Dan Pemanfaatannya Dalam Perkembangan Anak Usia Dini. *Jurnal Tarbawi*, 13(2), 27–35.
 38. Saputra, S. Y. (2017). Permainan Tradisional vs Permainan Modern dalam Penanaman Nilai Karakter di Sekolah Dasar. *Elementary School Education Journal*, 1(1), 1–7. <http://journal.um-surabaya.ac.id/index.php/pgsd/article/view/873>
 39. Sholikin, M., Fajrie, N., & Ismaya, E. A. (2022). Nilai Karakter Anak Pada Permainan Tradisional Gobak sodor dan Egrang. *Jurnal Educatio FKIP UNMA*, 8(3), 1111–1121. <https://doi.org/10.31949/educatio.v8i3.3035>
 40. Sitepu, I. D. (2018). Manfaat permainan bola basket untuk anak usia dini. *Jurnal prestasi*, 2(3), 27. <https://doi.org/10.24114/jp.v2i3.10129>
 41. Siti Anisah, A., & Holis, A. (2020). Enkulturasasi Nilai Karakter Melalui Permainan Tradisional Pada Pembelajaran Tematik Di Sekolah Dasar. *Jurnal Pendidikan UNIGA*, 14(2), 318. <https://doi.org/10.52434/jp.v14i2.1005>
 42. Susanto, B. H. (2017). Model pembelajaran pendidikan jasmani melalui permainan tradisional untuk membentuk karakter pada siswa sekolah dasar. *Jurnal Moral Masyarakat*, 2(2 SE-

- Articles), 117–130. <https://doi.org/10.21067/jmk.v2i2.2248>
43. Syifa, L., Setianingsih, E. S., & Sulianto, J. (2019). Dampak Penggunaan Gadget terhadap Perkembangan Psikologi pada Anak Sekolah Dasar. *Jurnal Ilmiah Sekolah Dasar*, 3(4), 538. <https://doi.org/10.23887/jisd.v3i4.22310>
 44. Tabroni, I., Nasihah, F., & Bahijah, I. (2021). The implementation of school culture-based character education in salem state elementary school , pondoksalam subdistrict ., 8(December), 202–208.
 45. Taroreh, B. S., & Satria, M. H. (2020). Implementasi Permainan Cba Pada Pembelajaran Atletik Sebagai Solusi Alternatif Melestarikan Permainan Tradisional Di Sumatera Selatan. *Jurnal Curere*, 4(1), 9–16. <http://www.portaluniversitasquality.ac.id:5388/ojsystem/index.php/CURERE/article/view/348>
 46. Tasnim, A., Damayanti, E., & Afif, A. (2022). Development of Social Skills with Traditional Games: An Experimentation with the Game Mallogo. *Golden Age: Jurnal Ilmiah Tumbuh Kembang Anak Usia Dini*, 7(1), 23–32. <https://doi.org/10.14421/jga.2022.71-03>
 47. Thalib, S. B., & Ahmad, M. A. (2020). *The Outdoor Learning Modules Based on Traditional Games in Improving Prosocial Behaviour of Early Childhood*. 13(10), 88–104. <https://doi.org/10.5539/ies.v13n10p88>
 48. Toharudin, U., Kurniawan, I. S., & Fisher, D. (2021). Sundanese traditional game “Bebentengan” (Castle): Development of learning method based on sundanese local wisdom. *European Journal of Educational Research*, 10(1), 199–209. <https://doi.org/10.12973/EU-JER.10.1.199>
 49. Ulya, L., & Fatuhurohman, I. (2021). Analisis Kecanduan Game Online Terhadap Kepribadian Sosial Anak. 7(3), 1112–1119. <https://doi.org/10.31949/educatio.v7i3.1347>
 50. Windi Wahyuni, I., & Muazimah, A. (2020). Pengembangan Motorik Kasar Anak Melalui Permainan Tradisional Tarik Upih Berbasis Kearifan Lokal. *Jurnal Pendidikan Anak Usia Dini Undiksha*, 8(1), 61–68. <https://ejournal.undiksha.ac.id/index.php/JJPAUD>
 51. Zaenuri, & Dwidayati, N. (2018). Exploring Ethnomathematics: Mathematics as a Cultural Product. *PRISMA, Prosiding Seminar Nasional Matematika*, 1(1), 471–476. <https://journal.unnes.ac.id/sju/index.php/prisma/article/view/20136/9540>
 52. Zaenuri, Z., Sudarmin, S., Utomo, Y., & Juul, E. (2017). Habituation Model of Implementing Environmental Education in Elementary School. *Jurnal Pendidikan IPA Indonesia*, 6(2), 206. <https://doi.org/10.15294/jpii.v6i2.10200>