

The Use of Game Media Engklek for Introducing The Value of Nationalism in Elementary School

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ABSTRAK

Berdasarkan analisis kebutuhan ternyata ditemukan masih kurang bervariasi media yang digunakan guru dan siswa untuk membentuk karakter dalam pembelajaran PPKn yang ditemui di sekolah dasar. Media pembelajaran yang tepat akan memudahkan guru membentuk karakter siswa di sekolah dasar. Oleh karena itu, penelitian ini bertujuan untuk menghasilkan media pembelajaran PPKn dalam membentuk karakter cinta tanah air di sekolah dasar dengan uji lapangan dan uji efektivitas. Metode penelitian menggunakan desain dan pengembangan. Jenis penelitian ini yaitu pengembangan. Metode pengumpulan data menggunakan observasi, wawancara, dan kuesioner. Subjek penelitian yaitu ahli materi, media, dan bahasa menggunakan lembar validasi. Subjek uji coba yaitu siswa kelas IV yang berjumlah 18. Instrumen yang digunakan dalam pengumpulan data berupa angket, pedoman wawancara, dan dokumen. Teknik yang digunakan untuk menganalisis data yaitu analisis deskriptif kualitatif dan kuantitatif. Hasil yang diperoleh bahwa Engklek Karakter (EKA) efektif sebagai media pembelajaran PPKn untuk mengenalkan nilai nasionalisme di SD. Luaran hasil penelitian berupa media permainan tradisional yang layak secara ilmiah dan telah teruji keefektifannya beserta buku panduan penggunaan media permainan Engklek Karakter untuk mengenalkan nilai karakter Nasionalisme di Sekolah Dasar. Implikasi dari penelitian ini bahwa guru dapat menggunakan media permainan Engklek Karakter untuk mengenalkan nilai karakter cinta tanah air (nasionalisme) yang merupakan tujuan dari mata pelajaran PPKn.

ABSTRACT

Based on the needs analysis, it was found that there still needed to be more variety of media used by teachers and students to form character in Civics learning in elementary schools. The right learning media will make it easier for teachers to shape the character of students in elementary schools. Therefore, this study aims to produce Civics learning media in forming the character of loving the motherland in elementary schools with field and effectiveness tests. The research method uses design and development. This type of research is development. Methods of data collection using observation, interviews, and questionnaires. The research subjects were material, media, and language experts using validation sheets. The test subjects were 18 grade IV students. The instruments used in data collection were questionnaires, interview guides, and documents. The technique used to analyze the data is descriptive qualitative and quantitative analysis. The results were that Engklek Karkater (EKA) was effective as a Civics learning medium for introducing the value of nationalism in elementary schools. The output of the research results is in the form of traditional game media that is scientifically feasible and has been tested for its effectiveness, along with a guidebook for using the Engklek Karanter game media to introduce the character values of Nationalism in Elementary Schools. This study implies that teachers can use the character crank game media to introduce the character values of love for the motherland (nationalism) which is the goal of Civics subjects.

1. INTRODUCTION

In the era of revolution 4.0 various abilities are needed to be ready to face the challenges of life and the influence of globalization which has a positive or negative impact. Character education is the main issue of education, apart from being part of the process of building the character of the nation's children, it

is also expected to be an effort to succeed in the formation of Indonesia's golden generation in 2025 (Annisa et al., 2020; Yani et al., 2020). Ideally, the orientation of educational development is more focused on the vision of the future while remaining rooted in the nation's culture. Building the character of future generations is the main goal of national education. The development of children's moral values plays an important role in the future in shaping character (Stukalova, 2017; Widodo & Al Muchtar, 2020). The value of character education is the value of kindness that will affect a person's personality if applied to daily behavior. With the character possessed, students can distinguish right from wrong and reject negative influences in facing their lives and have noble character. Character education values that are often sought to be instilled in children's character include the values of honesty, religion, discipline, tolerance, independence, creativity, care, and love for the homeland (Boateng et al., 2017; Lickona, 1991). Education must be able to develop the values of creation and habits of thinking, doing, and behaving as a good member of the community, as well as being a good citizen and character (Irma Savitri, 2021; Rahmadyanti, 2017; Suprani, 2018).

But in reality, there is a variety of behavioral deviations carried out by elementary school student who shows a lack of understanding or moral awareness. This makes an illustration that there are still cases that show the process of decreasing the national attitudes of Indonesian citizens, especially among young people. This condition does not naturally occur but is caused by an environment that has been contaminated by-products with external values (Adha et al., 2018; Buana & Kasanah, 2018). Foreign cultures that enter without filters will result in the extinction of the nation's culture. That fact is a sign that this nation is experiencing severe moral decadence, and if indeed ignored, the existence of this nation and religion will collapse (Prasetyawan, 2017; Rahmadyanti, 2017). This social phenomenon is a critical problem in Indonesia that requires in-depth studies as a synergy effort to overcome these problems. The existence of various cases of crime, violence, and corruption, describing the occurrence of moral decadence, gave rise to the desire to return to improve the education system with more importance to character. All of these are indicators to start rethinking what can be done to restore children's morale in a better direction, so there is a need to think about the importance of appropriate and effective learning media in character education (Irma Savitri, 2021; Rina et al., 2020). The importance of learning media in character education to achieve the goal of building student character to be optimal. Of course, seeing this situation, civic education is one of the teachings of moral values that can play an active role in awakening and shaping the character of students, to become good and intelligent citizens and a have strategic role in preparing smart, responsible, and just citizens (Komara, 2019; Rusmin, 2020).

Another problem in the face of the era of revolution 4.0 technology is getting more and more advanced. Students spend more time playing digital-based *games* and abandoning various forms of traditional games that are full of noble values in shaping character. The longer the traditional games that have local wisdom are increasingly eroded and lost in the lives of millennial children. Traditional games have existed since time immemorial and have become a game that is often played but has gradually disappeared due to the development of the era. Millennial kids are hardly familiar with the traditional games that are famous in their safe places. This game has been neglected and is more familiar with *gadgets*, *cellphones*, *online* and *offline* games, which can be played alone anywhere and anytime, and is flexible to take anywhere to play. This can be caused by a lack of knowledge about the positive influence of traditional games on the development of abilities possessed by children the use of traditional games as a learning medium is still not widely used in learning activities (Ali et al., 2020; Pertiwi et al., 2018; Saripuddin, 2019).

While the use of digital games can hurt elementary school children. The diminishing opportunity for students to interact socially with others gives various unfavorable characteristics that can hinder their functioning as social beings. On the contrary, with traditional games, interaction with peers is very well done by the child. Many benefits will be obtained both for training intelligence and social abilities. Especially through a traditional game. Traditional game has cultural elements that continue to develop in society and contain customary rules and norms that need to be preserved for generations. Therefore, *engklek* as a form of the traditional game is a simple tool that is a local culture that has the aim of introducing cultural elements. Traditional games that emerge as local wisdom can strengthen children's characters (Kurniawati et al., 2020; Rahmadyanti, 2017). Therefore, it is necessary to carry out a strategy of introducing traditional games for children by being used as a medium for civic education learning in introducing and instilling the value of nationalism. So there needs to be research on the development of *Engklek Character (EKA)* game media so that students know, like and are able to preserve traditional games that have various benefits for life (Ali et al., 2020; Asrial et al., 2020).

The availability of *engklek* games as a form of traditional games has not been widely used as a learning medium. There are several traditional game media are known in Indonesia, one of which is "*Engklek*". By playing traditional games, there will be interactions that allow communication to occur,

traditional games that emerge as local wisdom can strengthen children's character (Ali et al., 2020; Rahmadyanti, 2017). With this engklek game media, it is hoped that it will be able to enal kan and develop the character of students, especially love for the country. Traditional games is an entertaining activity using simple tools and without tools that are a legacy from generation to generation (Saripuddin, 2019; Widyastuti et al., 2020; Wiranti, Dwiana Asih., dan Mawarti, 2018). Traditional games has cultural elements that continue to develop in society and contain customary rules and norms that need to be preserved for generations. The traditional game in it there are values that can be instilled, these values include a sense of joy, freedom, a sense of friendship, democracy, full of responsibility, a sense of obedience, a sense of mutual help, all of which are excellent and useful values in society (Ali et al., 2020; Saripuddin, 2019). This is in accordance with the development of character values expected by the government that need to be instilled from an early age both through the family, school, and community environment (Buana & Kasanah, 2018; Widyastuti et al., 2020; Wiranti, 2018).

To develop the character of nationalism can be through the traditional game Engklek Character (EKA). With the traditional game of Engklek Character (EKA) that is interesting and appropriate to convey moral messages, it will be able to help students in applying the values of nationalistic character. Previous study state that the ability to imagine and create helps students to understand and remind the moral message contained in the traditional game of Engklek Character and associate it with everyday life (Ali et al., 2020). In lin with other study that state the Engklek Character (EKA) game media, various animated images were made about various Indonesian cultures and cards containing various knowledge and questions related to the material " Diversity of Tribes and Cultures in Indonesia" (Rahmadyanti, 2017). Therefore, the results of this study aim to develop a traditional game that contains a moral message with the name "Engklek Character (EKA)" useful for introducing the character value of nationalism for students in elementary school. The game media "Engklek Character (EKA)" this is expected to be an alternative game as a preferred moral learning medium, because it is full of interesting and challenging animated images and cards containing various questions that introduce character values and develop moral skills by answering and demonstrate folk songs in Indonesia, so that it can motivate students to imagine and tell stories according to experiences and imagining.

2. METHOD

The research aims to develop and examine the effectiveness of the use of Engklek Character (EKA) game media as a learning medium for civic education to introduce the values of nationalism character in grade IV elementary schools in the material "Diversity of tribes and cultures in Indonesia". The research method uses the design and development (Richey, 2007). It is includes the stages of needs analysis, front-end analysis, design, development, and evaluation. To obtain needs analysis data through questionnaires to students and teachers, as well as interviews with teachers who state that civic education learning so far, still requires learning media in the form of game media. Data collection techniques use interviews and questionnaires. The instruments used in data collection are in the form of questionnaires, interview guidelines, and documents. Furthermore, to get validation data from the material, media, and language experts using validation sheets. The data analysis method uses descriptive statistical analysis. Here's a grid of instruments for material experts, media experts, and linguists.

The subjects of the study were teachers and fourth-grade elementary school students from SD Laboratory PGSD FIP UNJ. The research was conducted at the SD Laboratory PGSD FIP UNJ at the time of taking the needs analysis data. Questionnaire instrument grids from each experts is show in Table 1, Table 2, and Table 3.

Table 1. Questionnaire Instrument Grids for Material Experts

No.	Aspects	Indicators	Item Number	
			Number of Grains	Number
1.	Conformity Competence	The conformity of the media with core competencies	1	1
		Conformity of the media to basic competencies	1	2
		Media conformity with indicators	1	3
		The suitability of the media to the learning objectives	1	4
2.	Contents of the Material	Material disclosure	1	5
		Accuracy of the material	1	6
		Material factuality	1	7

No.	Aspects	Indicators	Item Number	
			Number of Grains	Number
3.	Level of Interest and Engagement	Learner interest	1	8
		Ease of learners understanding mater	1	9

Table 2. Questionnaire Instrument Grids for Media Experts

No.	Aspects	Indicators	Item Number	
			Number of Grains	Number
1.	Visual	Image Clarity	2	1,2
		The giving of bright colors	2	3,4
		Simplicity of view	1	5
		Display balance	1	6
		Bias-free	2	7,8
2.	Technical quality	Learning media materials are good or not easily damaged	1	9
		Safe learning media materials for elementary school students	1	10
3.	Guidelines or directions for use	Easy-to-understand guides or directions	1	11
		Question guide or direction easy to understand	1	12
4.	Tipografi	The conformity of the letter size with the characteristics of elementary school students	1	13
5.		Compatibility of the typeface with the characteristics of elementary school students	1	14

Table 3. Questionnaire Instrument Grids for Linguists

No.	Aspects	Indicators	Item Number	
			Number of Grains	Number
1.	Language Clarity	Indonesian used in Engklek Karakter (EKA) is easy to understand	1	1
		Not using excessive language	1	2
		The suitability of the language used with the stage of development of the student	1	3
2.	Unity and Organization	Interconnected sentences	1	4
		Sequential sentences	1	5
3.	Style or Typeface	Consistent font types	1	6
4.	Typography	Font size according to elementary school learners	1	7
		Typefaces according to elementary school learners	1	8
5.	Colour	Interesting Character Engklek (EKA) colors	1	9
		Interesting Character Engklek (EKA) colors	1	10

After conducting expert validation of Engklek Character, there was input from media experts to make material specifications from the developed Engklek Character (EKA) learning media. Then product improvements are made by adding product specifications in the manual for using Engklek Character (EKA) learning media. Media experts also suggest replacing the word gocoan to be more familiar with a word that is easy for students to understand and according to the existing Indonesian. Then the researcher and the team changed the word gacoan to a toss coin. In addition, there are also inputs and suggestions from grade IV elementary school teachers for improvements to the game cards. Based on questionnaire data for grade IV elementary school teachers, it was explained that "the learning media is good, the pictures are funny and interesting, God willing, children like it and become more enthusiastic about learning while playing. My suggestion is to harmonize the commands because while playing well all

the questions are answered by mentioning orally". Then the researcher and the team made improvements to the command card contained in the Engklek Character (EKA) learning media. After going through a formative evaluation process in product development using an expert review consisting of three experts, namely media experts, material experts, and linguists as well as grade IV elementary school teachers, the Engklek Character (EKA) learning media development product is ready for field tests.

Considering that during the Covid-19 pandemic it was not possible to use students in one school, the study was carried out with fourth grade students of SDN Klender 01 Pagi for an evaluation process with one to one field trials and small groups through applicable health protocols. Respondents were grade IV elementary school students. For the evaluation stage, it used a one-to-one trial involving 3 students and for a small group of 15 students. The data obtained from the questionnaire were tested using a likert scale to determine the effectiveness of using the Engklek Karakter (EKA) game media to introduce the value of nationalist character in civic education learning.

3. RESULT AND DISCUSSION

Result

This research produced civic education learning media on "Ethnic and Cultural Diversity" in the form of Engklek Character (EKA) to introduce the value of nationalist character. This Engklek Character (EKA) game media contains material on tribal, social and cultural diversity in basic competencies in civic education learning in the fourth grade of elementary school in the 2013 Curriculum. The products of the Engklek Character (EKA) game media as the resulting civic education learning media is show in [Figure 1](#).

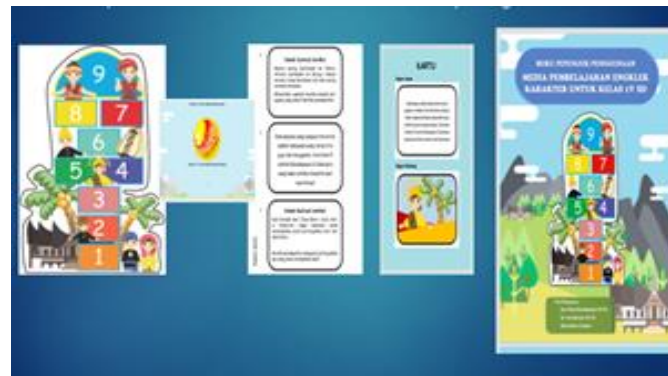


Figure 1. Media Game Engklek Character

This research has produced a game media product Engklek Character that has been validated by material experts, linguists, and learning media experts. Based on the results of calculations with formulas, validation results were obtained from media experts with a score of 93.85%, validation results from material experts with a score of 97.8%, validation results from linguists with a score of 86%, were categorized as very good.

The results showed that the learning media of Engklek Karakter after being tested was indeed feasible and effective to use based on the results of observations and fillings from questionnaires given to students. In addition, the Engklek Karakter media is in accordance with the learning needs of elementary school fourth grade students based on needs analysis with the results of questionnaires filled out by teachers and students. Based on the results of data analysis, according to teachers, civic education still requires learning media as an alternative, especially for the development of moral attitudes and naturalness. The criteria for learning media should be fun and not take much time if it is practiced during class hours. In addition, there is not enough availability of learning media in schools to teach characters, most media are made by teachers manually so that they are not permanent, if there is the same learning, the teacher will make the media again. Furthermore, according to the teacher, the Engklek Character (EKA) game media that suits the needs of students in the fourth grade of elementary school is a medium that is in accordance with the characteristics of students and that can develop students' character and attitudes. According to the teacher, character-based engklek game media is suitable for civic education learning in the fourth grade of elementary school that can develop children's character and attitudes, in addition to being a fun game and can be done outside of study hours and can be played anywhere other than at school.

After the field trial process was carried out, then students were given a questionnaire about the effectiveness of using Engklek Character (EKA) as a learning medium for civic education. In the results of

field trials, data were obtained on the effectiveness of using the Engklek Karakter (EKA) game media as a learning medium for Civics to introduce nationalist character values. The one-to-one result is getting a 100% percentage. Based on data analysis show the results of field trials, both *one to one* and *small groups* with data acquisition, it can be stated that the Engklek Character (EKA) game media is effectively used as a learning medium civic education in the fourth grade of elementary school. Based on the results of answers from respondents, 82.5% of students agreed that the media of character engklek games is easy to play, 81.25% of students answered agreeing that the media of character engklek games after being played turned out to be fun, 81.25% of students replied that the media of engklek character games after being played turned out to be easy to use to understand the diversity of tribes and cultures in Indonesia, 81.25% of students replied that the media of engklek characters after being played turned out to be able to be civic education learning media, 81.25% of students replied that the engklek character game available can make it easier to understand the subject matter regarding the diversity of tribes and cultures in Indonesia, 81.25% of students answered that the engklek game played can foster a sense of love for the homeland of Indonesia, 81.25% of students answered that media game engklek character played can get to know more about various cultures in Indonesia, 81.25% of students answer that media game engklek character full of interesting images so that it makes it easier to understand about the culture of each tribe learned in civic education, 81.25% of students answer that various questions in the card when playing engklek character are easy to understand and answer the questions, 81.25% of students responded that blearned KDP by using fun character engklek, 81.25% of students replied that media game engklek character played was not boring to use repeatedly.

In addition, based on the results of collecting research documentation during the trial, students seemed enthusiastic, enthusiastic and happy to play Engklek Karakter (EKA). Students learn to develop an attitude to respect others (friends), sportsmanship, honesty, patiently waiting for their turn, and disciplined in obeying the rules of the game as well as tolerance. So the findings obtained from the research carried out, this game media in addition to being a learning medium to introduce the diversity of tribes and cultures in Indonesia so as to foster a sense of love for the homeland (nationalism) also has an accompaniment impact in the form of developing positive attitudes needed by students in their lives as citizens according to the purpose of PPKn to prepare students to become good Indonesian citizens.

Based on the results of field trials, both *one to one* and *small groups* with data acquisition, it can be stated that the Engklek Karakter (EKA) game media is effectively used as a learning medium for PPKn in grade IV elementary school. Based on the results of answers from respondents, 82.5% of students agreed that the media of character engklek games is easy to play, 81.25% of students answered agreeing that the media of character engklek games after being played turned out to be fun, 81.25% of students replied that the media of engklek character games after being played turned out to be easy to use to understand the diversity of tribes and cultures in Indonesia, 81.25% of students replied that the media of engklek characters after being played turned out to be able to be learning media PPKn, 81.25% of students replied that the engklek character game available can make it easier to understand the subject matter regarding the diversity of tribes and cultures in Indonesia, 81.25% of students answered that the engklek game played can foster a sense of love for the homeland of Indonesia, 81.25% of students answered that media game engklek character played can get to know more about various cultures in Indonesia, 81.25% of students answer that media game engklek character full of interesting images so that it makes it easier to understand about the culture of each tribe learned in PPKn, 81.25% of students answer that Various questions in the card when playing engklek character are easy to understand and answer the questions, 81.25% of students responded that blearned KDP by using fun character engklek, 81.25% of students replied that the media game engklek character played was not boring to use repeatedly.

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This media contains a game arena that has illustrations of cultural diversity in Indonesia, besides that Gaco (throwing tools) has illustrations of diversity that exist in Indonesia ranging from tribes, regional dances, and regional clothing. In addition, there are question cards containing questions about the application of nationalist character (love for the homeland), and various questions about the diversity of Indonesian tribes and cultures. These questions are designed with the intention that students are more familiar with Indonesia with its diversity of tribes and cultures, as well as instilling nationalist values that

are expected to be achieved according to competence in civics learning. The results of the study, it has been tested with elementary school students, based on observations of enjoying the form of the Engklek Character game. Students are happy and happy, cheerful and enthusiastic in doing their games. The following are the results of observations on the implementation of the Engklek Character game trial as a learning medium for elementary school civic education.

This Engklek game media (EKA) contains a game arena that has illustrations of cultural diversity in Indonesia, besides that go (throwing tools) has illustrations of diversity that exist in Indonesia ranging from tribes, regional dances, and regional clothing. In addition, there are question cards containing questions about the application of nationalist character (love for the homeland), and various questions about the diversity of Indonesian tribes and cultures. These questions are designed with the intention that students are more familiar with Indonesia with its diversity of tribes and cultures, as well as instilling nationalist values that are expected to be achieved according to competence in civics learning. The results of the study, it has been tested with elementary school students, based on observations of enjoying the form of the Engklek Character game. Students are happy and happy, cheerful and enthusiastic in doing their games. Field trial process using engklek karakter (EKA) game media is show in [Figure 2](#).



Figure 2. Field Trial Process Using Engklek Karakter (EKA) Game Media

Discussion

The results of the study showed that the Engklek Character (EKA) game media is an effective traditional game to realize the value of nationalist character. With the Engklek Karakter (EKA) game media that is fun and challenging and contains various moral messages and various knowledge about ethnic and cultural diversity, it makes it easier for students to understand various moral knowledge that contains values. As a traditional game, Engklek Character (EKA) contains character values that make it easier for students to get to know the various cultural diversity that exists in Indonesia. With the traditional game of engklek that is interesting and appropriate in conveying moral messages, it will be able to help in receiving knowledge and applying certain character values. With the ability to imagine and create helps him to understand and remind easily the moral message contained in the traditional game medium of engklek and associate it with everyday life. One of the games that teachers can use to develop all aspects of development is the traditional game engklek which has been forgotten by many children ([Munawaroh, 2017](#); [Wiranti, 2018](#)).

In this engklek game media, various question cards and cards are also provided containing commands to sing folk songs so that students learn not only concepts and theories but also practice to develop their skills as citizens who love their homeland. This is reinforced by the results of research by Antipolo and Moh Salimi that interactive learning can attract students' attention while providing effective learning and engaging learning experiences. Learning activities in the school, especially in the classroom, are not only the process of transferring knowledge, but, more importantly, they are also a process of training students to have good attitudes, behaviors, and social relationships with other school members such as living in harmony, communicating well, participating in group learning, and expressing their thoughts and ideas in groups to create learning activities conducive ([Antipolo, 2021](#); [Salimi, Moh, 2020](#)). The game media engklek can be used together both indoors and outdoors. This traditional game is always played in groups by two or more people. Furthermore, traditional permainan can stimulate the child to develop cooperation, help the child adjust, interact positively, can condition the child in self-control, develop empathy to make friends, obey the law, and respect others In traditional games, not only emphasize pleasure, but many lessons that can be learned. In traditional permainan can develop a variety of good characters, such as independence, mutual aid, curiosity, environmental care, and disiplin ([Marlina, 2017](#); [Noviati, Pupung Rahayu, 2019](#)).

Furthermore, Engklek Character (EKA) as a civic education learning medium is used in an active learning process that suits the learning needs of elementary school students, which educates or invites

students to actively participate in the classroom, which is directed to optimize the use of all the potential mastered by the students, so that all students can achieve satisfactory learning results according to their personal characteristics. The main thing in the principle of active learning is that the process involves all or part of the student's selfpotential, and is also meaningful for oneself and life to come (Ali et al., 2020; Kamid et al., 2021; Noviati, Pupung Rahayu, 2019). In active learning, it requires media so that students are able to participate in order to develop their potential to achieve optimal learning outcomes. The use of the right media will be very helpful in achieving learning objectives according to the expected competencies, namely the development of student potential. With this Engklek Character (EKA) game media, it can be used for learning media that attracts interest in learning and encourages students to be directly involved in learning to know the character values in civic education learning (Komalasari & Rahmat, 2019; Komalasari & Saripudin, 2018). This is because there are various illustrated images that are interesting and in accordance with the discussion about the diversity of tribes and cultures in Indonesia.

Then by using the learning media Engklek Character (EKA), students get the experience of playing and interacting with their friends. In addition, it can also encourage the growth of self-confidence in expressing oneself in front of friends when answering questions contained in the Engklek Character (EKA) game card. Students learn to develop an attitude to respect others (friends), sportsmanship, honesty, patiently waiting for their turn, and disciplined in obeying the rules of the game and tolerance that are in line with character education (And & Wekke, 2018; Suharmawan, 2018). Effective character education needs to influence students not only cognitive but also affective and psychomotor. In character education promotes different social experiences that generate cognitive conflicts, which occur in interaction with the environment and provide opportunities for students to recognize perspectives from others. Constructivists propose learning as a process of building experiences as a result of the interaction of the individual with the environment. A way to implement character education by integrating character development in every aspect of educational life, and then encouraging students to put their thoughts and feelings into action in various educational activities. The most effective model for the implementation of character education is through a comprehensive approach and one that integrates all aspects of school life (Boateng et al., 2017; Chumdari, Sri Anitah, Budiyo, 2018).

This finding is also supported by the results of research conducted by previous study that conduct development of a traditional game learning model of engklek carried out by playing while learning that is innovative, active, creative and fun is one of the learning models that can stimulate and explore cognitive abilities, language, sosial emosional, physical motor, and art (Munawaroh, 2017). The learning model using engklek games has objectives that can develop aspects of child development, namely aspects of moral values, language, emotional sosial, and physical aspects of children's motor skills. Furthermore, as a traditional game, engklek received a positive response from students to be applied in learning. Previous study state it is possible to develop other aspects of development such as cognitive, language, sosial and emotional aspects (Wiranti, 2018). Games-based learning will hone students' abilities, help students become more confident, learn about procedures and values; as well as attracting students into more active learning. Through traditional learning, it helps children communicate feelings effectively in a natural way, improves self-control, and gains concentration, forms an understanding of the concept of values and social aspects by conditioning children to build relationships, cooperate, train social maturity with peers, and lay the foundation for improving skills social through games (Aisyah, 2017; Antipolo, 2021).

Permainan engklek is very good for the growth of children. Socialization with friends while playing can foster a sense of community and cheerfulness. Traditional games are the characteristics of national culture that need to be maintained and have advantages and benefits in child development (Ali et al., 2020; Syaripuddin, 2019). This is reinforced by the results of Bakhtiar's research that the traditional game has become unique to Indonesia in relation to the social improvement of children and adolescents is none other than being able to encourage children to recognize themselves and their identity as an Indonesian nation which then gives rise to social attitudes that are more tolerant and open to socio-cultural development. Traditional games become social training innovations that do not leave Indonesian cultural values that must be preserved. There are so many traditional games in Indonesia based on the identification of traditional games, and there are many benefits, one of which is to stimulate children's social skills. Almost all traditional games come with the values of communication, cooperation, following the rules, accepting criticism. Traditional games can be played by looking at the conditions of the home environment and can be modified according to existing situations and conditions (Ali et al., 2020; Bachtiar, 2018).

The implication of this study is provide creation of the traditional game media "Engklek Character (EKA)" as a learning medium for civic education is in line with the government's program to carry out

character education or known as PPK (Strengthening Character Education) in elementary schools. Thus, it is hoped that the traditional game "Engklek Character (EKA)" can be used as a medium to convey character education through play activities, so that students can better understand the character values of nationalism and various cultures of the Indonesian nation through animated images and cards contained in the media. From the results of this study, it is hoped that there will be further research related to the use of engklek as a learning medium in producing better learning, so that it is useful for improving the quality of civic education learning in elementary schools.

4. CONCLUSION

The development of Engklek Karakter (EKA) media has gone through validation tests for material experts, linguists, media experts and is declared very good and worthy of being used as a learning medium for civic education in the fourth grade of elementary school, especially in introducing the character value of nationalism. From the test data one to one, and from the small group is very feasible and very good. Thus, it can be concluded that the Engklek Character (EKA) game media is a decent and effective civic education learning media to introduce the value of nationalism character in the fourth grade of elementary school.

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