



My Play Box Game to Strengthen Children's Character Education Values Based on Pancasila Student Profiles

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ABSTRAK

Sikap anak tidak mau bekerjasama dengan teman untuk bermain secara bersama-sama, dan minimnya kegiatan yang bersifat kelompok menyebabkan nilai karakter gotong royong anak kurang berkembang yang berdampak pada sikap tidak peduli terhadap teman. Penanaman nilai pendidikan karakter berperan penting untuk mendukung program profil pelajar pancasila. Penelitian ini bertujuan untuk mengeksplorasi peran permainan kotak dolananku untuk memperkuat nilai karakter gotong royong dan kreatif berbasis profil pelajar pancasila pada anak usia dini. Jenis penelitian yang digunakan merupakan eksperimen semu. Subjek penelitian adalah anak usia 5-6 tahun sebanyak 62 anak. Teknik pengumpulan data menggunakan tes dan observasi, sedangkan teknik analisis data menggunakan uji Wilcoxon test dan uji Independent t-test. Hasil penelitian menunjukkan bahwa penerapan permainan kotak dolananku terbukti signifikan dapat memperkuat nilai karakter gotong royong dan kreatif anak. Simpulan penelitian yaitu adanya peningkatan penguatan nilai karakter gotong royong dan kreatif setelah diberikan pembelajaran menggunakan permainan kotak Dolananku dibandingkan dengan kemampuan anak yang tidak diberikan permainan kotak Dolananku. Implikasi penelitian adalah adanya perubahan nilai karakter gotong royong yang ditunjukkan pada perilaku bergotong royong menyusun balok menjadi suatu karya, dan anak mampu meronce manik-manik.

ABSTRACT

The child's attitude of not wanting to cooperate with friends to play together and the lack of group activities causes the child's cooperative character values less developed, resulting in an attitude of not caring about friends. Instilling the value of character education plays a vital role in supporting the Pancasila student profile program. This research explores the role of the Dolananku box game in strengthening the character values of cooperation and creativity based on the Pancasila student profile in early childhood. The type of research used is quasi-experimental. The research subjects were 62 children aged 5-6 years. Data collection techniques use tests and observations, while data analysis techniques use the Wilcoxon and Independent t-test. The research results show that applying the Dolananku box game has significantly strengthened children's cooperative and creative character values. The research concludes that there is an increase in the strengthening of cooperation and creative character values after being taught using the Dolananku box game compared to the abilities of children who were not given the Dolananku box game. The research implies a change in the value of cooperation, shown in the behavior of working together to assemble blocks into a work, and children can string beads.

1. INTRODUCTION

Education has an important role in human life to broaden insight, hone problem-solving abilities, and be able to develop a better standard of living. Educational implications imply learning to interpret knowledge, behavior, skills and attitudes that can influence health and well-being (Gil-Lacruz et al., 2020; Iis et al., 2022; Rahmadayanti & Agung Hartoyo, 2022). Education is a national investment, if you want to develop the Indonesian nation into a nation with nationalism, integrity and strong character then educate

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children from an early age (Devianti et al., 2020; Prasanti & Fitriani, 2018). Good character that is manifested in the family is a very fundamental human trait. The family is the first school for a child, especially learning moral and character education starting from an early age at home (Birhan et al., 2021; Hasanah & Deiniatur, 2020). One of the education that must exist in students is character education (Sulastri et al., 2022; Warlim et al., 2021). Character education has an important role in preparing high quality human resources capable of contributing to the development and development of the nation (Veny Iswantinegtyas & Wulansari, 2019; Muhamad Nova, 2017).

The Ministry of Education and Culture has determined 18 character values that must be developed at every level and educational unit in Indonesia. Strengthening the role of integrated character education in the Pancasila-based curriculum. There are six profiles that are the focus of character education development, these six profiles are called the Pancasila Student profile, namely having noble character, critical reasoning, creativity, global diversity, independence, and mutual cooperation (Rai et al., 2022; Retnaningsih & Khairiyah, 2022). The six main characteristics of Pancasila students can be integrated into learning so that they have a positive impact on children's behaviour (Radja et al., 2022). The implementation of the integration of the Pancasila student profile in learning is intended so that children have the character of Pancasila values as early as possible, and become a strong foundation in character formation before the child enters the basic education level (Iis et al., 2022; Rachmawati et al., 2022). Mutual cooperation is a character that can be applied at the early childhood education level. Gotong Royong is a form of enthusiasm carried out by individuals without expecting any reward to do something together for the benefit of a particular group or individual (Mulyani et al., 2020; Suwignyo, 2019). The success of cultivating the character of mutual cooperation at the early childhood education level becomes a strong and inherent foundation for building children's personalities in the community and at the next level of education. The character of mutual cooperation is a character that has the principle that with cooperation, goals will be achieved much more quickly and easily (Samani & Hariyanto, 2012; Sitompul et al., 2022; Suwignyo, 2019). The form of cooperation based on the value of mutual cooperation is carried out based on common goals, solidarity among others to obtain results and achieve the expected goals (Wahyuningsih, 2020).

In fact, many phenomena are starting to fade in children's social caring character which requires special attention (Utomo, 2018). One effort to strengthen the character of social care can be done through reinforcing mutual cooperation as a form of Pancasila feeling that is original to the Indonesian nation. Apart from the character of mutual cooperation, creative character also needs to be instilled in children from an early age. This is because education has an important role in developing creativity, and is not only oriented towards intellectual development (Aslindah, 2018). Based on the results of observations at Pranggang I Kindergarten, Kediri Regency. The learning process carried out by teachers to strengthen the value of mutual cooperation and creative character education in children is carried out using various teaching methods with the hope of increasing character education in children, however this has not shown maximum results. This condition is influenced by the change in learning activities from limited face-to-face to full face-to-face. Children do not want to work together to play with toys that should be played together, and the lack of group activities causes children's cooperative character to be less developed, so that children cannot show a caring attitude towards their friends. This problem is an indication that children have not been able to develop their social emotional abilities, which is caused by environmental factors and the lack of children's activities related to caring and cooperation (Angraini & Nurhafizah, 2020). On the other hand, the teacher's opinion that kindergarten age children are not yet able to cooperate well is an obstacle for children not developing a sense of caring and cooperation with their peers (Fauziddin, 2016). The other side, onActivities related to developing creativity, for example creating various forms, whether in the form of 2-dimensional or 3-dimensional works, are still not implemented well. This shows that the role of the teacher is still using crayons. This indicates obstacles within teachers, such as teachers being less creative in making teaching materials, teachers' abilities are still low, and the lack of learning media facilities, so it is necessary to use various learning tools as an effort to increase children's creativity (Ni'mah & Sukartono, 2022).

Developing children's creativity is important, because creativity can improve academic achievement (Anggraeni & Hibana, 2021). The higher the creativity a child has, the higher the academic achievement he will achieve. The creativity that children have from early childhood can stimulate creative behavior and develop optimally (Hairiyah and Mukhlis, 2019). Early childhood creativity begins with children's skills in creating new things or constructing their knowledge in an activity. Children who have high creativity will be easily accepted by all groups, because creative children can create something new and useful for other people (Maulana & Mayar, 2019; Wandi & Mayar, 2019). Therefore, it is important to develop creativity in expressing new ideas (Rezioka et al., 2021; Rotaru, 2020; Wijayanti & Supartha, 2019). Children who think creatively will be able to improve their quality of life and benefit their social environment, as well as having an impact on their academic achievement. There was a significant increase

in creativity scores in the experimental group compared to the control, and there was a positive correlation between creative thinking and children's academic achievement (Marcos et al., 2020). The teacher's implementation in developing the profile of Pancasila students who are independent and work together in early childhood is to manage fun learning designs and through project activities so as to provide ample opportunities for children to explore (Retnaningsih & Khairiyah, 2022). Developing children's mutual cooperation behavior can be done through games that are fun and stimulate children to work together when playing (Anggraini & Nurhafizah, 2020). Cooperative play activities can involve children playing with their friends which is characterized by the division of roles or tasks carried out together to achieve a goal (Wiyani, 2014). Through the activity of playing with blocks, it can increase cooperation or mutual cooperation, help children help each other and interact socially (Puspita and Syafrina, 2019). Apart from the activity of playing with blocks, the ronce activity is one of the learning activities for children to train how to coordinate their eyes, hands and mind so that children can concentrate more, so that the ronce activity can bring out creative characters more quickly (Istanti et al., 2021). When playing, children are given the freedom to explore their symbolic thinking and imagination skills in training eye and hand coordination skills (Oktafiani & Rakimahwati, 2023; Yosefa, 2021). A creative game that can stimulate children's abilities to cooperate, care, and can increase children's creativity. One of the games is the play box game.

Previous research findings suggest mystery box games to improve speech abilities (Erdiana et al., 2023). Digital games to develop early childhood abilities (Hariyani & Fitri, 2023; Ridwan et al., 2020; Rozi et al., 2021; Satriana et al., 2022). Snakes and ladders game to improve cognitive abilities (Cahyanti et al., 2023; Sukmawati et al., 2022). My play box game is a novelty in this research for developing the value of character education. This media is suitable and can be used for early childhood (V Iswantiningtyas et al., 2023). The dolananku box game aims to instill the educational values of mutual cooperation and creative character in children to realize the Pancasila student profile. My play box media is a large box which is divided into 4 small box sections with 4 colors green, blue, yellow, and red. The green and blue boxes are filled with blocks, while the yellow and red boxes are filled with beads (V Iswantiningtyas et al., 2023). Playing with blocks can stimulate children's social development (Apriza et al., 2022; He et al., 2023; Septiawati et al., 2021). Educational and creative games can improve the cooperation abilities of young children (Sari et al., 2020; H. Utomo et al., 2021). The existence of this creative box play game is the basis for instilling cooperative and creative character values in children. The research targets were children aged five to six years. This research aims to analyze the role of the dolananku box game to strengthen the values of mutual cooperation and creative character in early childhood to realize the Pancasila student profile.

2. METHOD

The type of research used is a quasi-experiment (Quasi Experiment) using 2 designs, namely one group pre-test post-test design and Randomized control group only design. Two research variables will be tested, namely the character values of Mutual Cooperation and Creativity. The first design was used for small-scale trials carried out at the Dharma Wanita II Pranggang Kindergarten, Plosoklaten District, Kediri Regency, with 15 children, while the second design was used for large-scale trials at the Dharma Wanita I Pranggang Kindergarten, Plosoklaten District, Kediri Regency. A total of 62 children were divided into 2 groups, namely the experimental group (group B1) and the control group (group B2). The data collection techniques for this research are tests and observations. The research instrument is in the form of questions consisting of a pretest and posttest, as well as observations used to determine the application and increase of the character values of mutual cooperation and creativity in children. Data were analyzed using the Wilcoxon test for small-scale trials, while large-scale trials were analyzed using the Independent t-test. This analysis was carried out to compare the results of the pretest and posttest and compare the scores from the control and experimental groups. The following grid of indicators for assessing the character values of mutual cooperation and creativity is presented in Table 1.

Table 1. The Assessment Indicator Grid

Character Values	Aspect	Indicator	Number
Mutual Cooperation	Cooperate	Likes to work together and share tasks	1, 2
	Mutual help	Caring about group members	3, 4
	Discussion	Want to discuss to make a decision	5
Creativity	Flexibility of Thinking	Able to generate ideas from his thoughts	1, 2, 3
	Originality	Able to come up with unique ideas	4, 5

(Rahayu et al., 2020; Sitompul et al., 2022)

3. RESULT AND DISCUSSION

Result

The results of descriptive analysis show that the average value of the character of Mutual Cooperation and Creativity of children in the experimental group is higher than that of the control group. Based on the results of statistical tests, it can be concluded that there are differences and increases in the results of the Mutual Cooperation character values and children's creativity in the control group and the experimental group after the implementation of the Dolananku box game. The following is a summary of the results of the descriptive analysis in [Table 2](#).

Table 2. The Descriptive Analysis Results

	Group	N	Mean	Std. Deviation	Std. Error Mean
Value_Mutual Cooperation	Group Control	32	7.88	1.792	0.317
	Experiment Group	30	9.60	1.886	0.344
Creativity_Value	Group Control	32	8.06	1.564	0.277
	Experiment Group	30	10.90	1.768	0.323

The results of the analysis prerequisite tests carried out include normality and homogeneity tests for posttest scores from the control and experimental groups with the aim of whether the sample data is suitable for hypothesis testing with parametric statistics, namely the Independent t-test. The results of the assumption test of the posttest scores from the control and experimental groups with a sample of 32 children for the control group and 30 children for the experimental group with the character values of Mutual Cooperation and Creativity can be seen in [Table 3](#).

Table 3. The Results of Normality and Homogeneity Tests for Control and Experimental Groups

Character Values	Group	Normality		Homogeneity		Hypothesis
		Mark	Sig.	Mark	Sig.	
Mutual cooperation	Group Control	1.218	0.754	1.034	0.313	H ₀ is accepted (Sig > 0.05)
	Experiment Group	0.103	0.620			
Creativity	Group Control	1.324	1.280	0.500	0.482	H ₀ is accepted (Sig > 0.05)
	Experiment Group	0.060	0.076			

Based on [Table 3](#), it can be concluded that the samples taken meet the assumption tests so that hypothesis testing can be carried out. Hypothesis test results of the application of the dolananku box game in small-scale trials. This test was carried out to see whether there was a difference in the pretest and posttest scores in the values of the character of mutual cooperation and creativity in children after implementing the Dolananku box game. The results of the hypothesis test that have been carried out show that the Z value for the mutual cooperation character is -3.475 with a significance value of 0.001 and the Z value for the creativity character is -3.464 with a significance value of 0.001. Because the significance value is less than 0.05, there will be rejection of H₀ and acceptance of H₁. Based on these results, it means that there is a difference between the pretest and posttest scores in the application of the dolananku box game to instill the character values of mutual cooperation and creativity.

Table 4. The Mean Rank Results

Character Values	N	Posttest-Pretest	Mean Rank
Mutual cooperation	15	Negative Ranks	0.00
		Positive Ranks	8.00
		Ties	0.00
Creativity	15	Negative Ranks	0.00
		Positive Ranks	8.00
		Ties	0.00

The results presented in [Table 4](#) show that the application of the Dolananku box game in instilling the character values of Mutual Cooperation and Creativity gave positive and significant results due to an increase in all samples, namely 15 children. The second hypothesis applies the play box game to a large-scale trial. Hypothesis testing was carried out to see whether there was a difference in the posttest scores of the control and experimental groups on the Mutual Cooperation and Creativity character scores after implementing the Dolananku box game. Hypothesis test results are presented in [Table 5](#) and [Table 6](#).

Table 5. The Hypothesis Test Results for Mutual Cooperation Character Values

		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
GT_valu e	Equal variances assumed	1.034	0.313	-3.693	60	0.000	-1.725	0.467	-2.659	-0.791
	Equal variances not assumed			-3.687	59.189	0.000	-1.725	0.468	-2.661	-0.789

Table 6. The Hypothesis Test Results for Creativity Character Values

		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Mark_Creativi ty	Equal variances assumed	0.500	0.482	-6.701	60	0.000	-2.838	0.423	-3.685	-1.990
	Equal variances not assumed			-6.674	57.971	0.000	-2.838	0.425	-3.689	-1.986

Based on the results of the Levene test for Equality of Variances from both [Table 5](#) and [Table 6](#), equal variances assumed was chosen. Based on the two tables, it can be seen that the sig value is 0.000, so it can be interpreted that the sig value is less than the set alpha value, namely 0.05. Based on the trial process of implementing the Dolananku box game in small groups and large group trials that have been carried out, it shows that the average ability of the Mutual Cooperation and Creative character scores of children in the experimental group is higher than the control group. The results of the hypothesis test show that there is a difference in the ability of the Mutual Cooperation and Creative character values of children in the control group and the experimental group after the implementation of the Dolananku box game and the ability in the Mutual Cooperation and Creative character values of children increases. Thus, it can be interpreted that the application of the Kotak Dolananku game to strengthen the character values of Mutual Cooperation and Creativity gives positive and significant results. Apart from that, it can also be seen that there has been no research that applies the Kotak Dolananku game to strengthen the character values of Mutual Cooperation and Creativity to create a Pancasila student profile.

Discussion

The results of the research show that the application of the dolananku box game to strengthen the value of the character of mutual cooperation provides positive and significant results. This means that creative games in the form of play boxes provide a good role for the value of the character of mutual cooperation in children. The development of cooperation between friends in early childhood is the implementation of social emotional behavior which is essential in a child's personal development. Creative games can be an alternative fun game that can improve children's cooperative abilities ([Sari et al., 2020](#); [Wildana, 2020](#)). Collaboration is a manifestation of the value of mutual cooperation for children ([Suwignyo, 2019](#)). Several research results show that the application of games allows children to explore and make learning creative ([Budiman & Karyati, 2021](#); [Pitaloka et al., 2021](#)). Apart from that, learning activities place more emphasis on cultivating religious, independent, mutual cooperation and creative character values. The application of games is also very effective in improving social interaction skills in kindergarten students ([Aulia, 2018](#); [Ulhusna & Diana, 2020](#)). This is because through play, children are able to develop the ability to build relationships, collaborate, practice social maturity with peers and lay the foundation for practicing socialization skills, practicing roles with more mature people or the community. The application of games in early childhood learning can strengthen the character of mutual cooperation and also improve children's creative thinking abilities ([Dewi, 2023](#); [Sutisna & Rahmawati, 2019](#)).

The creative game that is integrated in the play box game to support constructive play activities that are interesting, simple and easy to implement in the PAUD environment is playing with blocks. Block games are flexible and can be played by children individually or in small groups, both indoors and outdoors. Block play activities play an important role in supporting all aspects of children's development ([Faeruz et al., 2021](#)). Playing with blocks not only develops children's imagination but can also make children learn to

recognize geometric concepts, develop symbolic thinking, develop social skills, self-confidence and work together in children. This indicates that the intelligence possessed by individuals has a positive role in cooperative behavior, and is implemented repeatedly in the form of games (Anjarani et al., 2020; Proto et al., 2019). Therefore, implementing playing with blocks can increase children's intelligence and mutual cooperation values. Playing with blocks is part of developing social skills in early childhood, namely the ability to relate to peers (Martini and Wismiarti, 2010).

Success in various areas of life is also influenced by how creative the individual is in processing existing potential to overcome the problems faced and success really depends on the individual's own level of creativity because in principle all individuals have their own creativity, only the levels are different. So learning by training children's creativity at an early age is in principle preparing future generations to be able to overcome challenges and competition well in the future. The creative game that is integrated in the play box game to support children's fine motor activities is the meronce activity (Kuswanto et al., 2021; Nasaruddin, 2021; Neneng et al., 2022). Early childhood creativity will be clearly visible when children play, where children create various forms of work, spontaneous imagination with their toys. Apart from that, the results of the research also prove that meronce activities using natural materials as media can improve creative abilities in children (Neneng et al., 2022). The more often the child does meronce activities, the easier it will be for the child to carry out the activity, the hand muscles will be stronger, the child's concentration will increase and the child's creativity will also develop. In the initial stages of implementing meronce, the teacher practices how to do meronce and gives examples using various patterns. During the meronce process, the teacher always gives directions so that children do not copy or look at their friends' work. Teachers also provide reinforcement to all children in the form of motivation so that children can produce more creative work. Other studies also confirm that in a fun atmosphere, learning can be experienced as a lifelong adventure, an endless journey of exploration to create meaning. Fun learning creates a feeling of joy and attracts the child's attention, indirectly the child gets one or several lessons at once without the child realizing it (Rose and Nicholl, 1998).

The results of this research contribute to the social emotional development of early childhood. Positive social emotional development in children can make it easier for children to cooperate, socialize, and work together with other children, both in the school environment and in the social environment. Teachers or parents have an important role in helping children understand their own existence, helping children recognize their own or other people's feelings or emotions, and increasing caring and respectful attitudes towards others. The dolananku box game is an interesting game to improve the social emotional skills of young children, so the dolananku box game is suitable for application in learning to strengthen children's character values, namely mutual cooperation and creativity. The results of this research are in line with other studies which state that the game of ngadu kaleci can stimulate the social emotional development of early childhood (Rose and Nicholl, 1998). Previous research studies also show that traditional-based games have a positive impact on children's social-emotional skills (Ramadhani & Fauziah, 2020; Rambe & Marbun, 2017), increase children's learning motivation, and children have learning skills (Lestari & Prima, 2016; Yusria & Musyaddad, 2019).

The implications of the research are that it is hoped that there will be responsibility and a change in the value of the mutual cooperation character which is shown in the behavior of working together to assemble blocks into a work, as well as in the activity of stringing beads. The limitation of the results of this research is the application of the dolananku box game which can only be used to strengthen the character value of mutual cooperation and the creative value of children in learning, therefore for further research we can create a game design that can explore other areas of child development in order to realize the value of character-based education Pancasila student profile.

4. CONCLUSION

The conclusion of this research is that there is an increase in the strengthening of mutual cooperation and creative character values after being taught using the Dolananku box game compared to the abilities of children who were not given the Dolananku box game. So, the dolananku box game plays a good role in strengthening the values of mutual cooperation and creative character in early childhood based on the Pancasila student profile.

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