ABSTRACT

In a recent decade, the progress of online games has already replaced the position of traditional games in Indonesia. One of the traditional games which is replaced by those games is dakon. Dakon is a Javanish traditional game which is played using a special board and the gravels. The objective of this research is to preserve the traditional game of dakon, upholding local culture, and explaining the implementation and impact of using PERON SEPUR. This research was conducted in November 9th 2013 in SMP IT Al-Firdaus, Sukoharjo, Central Java. The type of this research is descriptive-qualitative which uses literature review method as reference to design PERON SEPUR and field survey method to apply it. The source of the data obtained from books, journals, articles, and news from printed media. Based on the research, it was quicker for students who used PERON SEPUR to memorize Elements Periodic System than them who just memorized it without the game. Beside that, playing PERON SEPUR gave them an opportunity to make communication with friends so they had more solidarity, responsibility and upholding local culture.

Field of Research: PERON SEPUR, elements periodic system, character education.
changes will appear when the game is played continuously. In addition, the presence of a varied game led to the displacement of traditional games used to be played by children. Modern games make kids today are more individualistic. Therefore, there should be an effort to preserve the traditional game that is not extinct era swallowed. One way to implement the game is by incorporating elements of traditional culture in a subject matter, so that cultural values can be integrated in it. Based on these problems, the authors initiated a study media innovation is THE INNOVATION OF CHARACTER BUILDING THROUGH THE IMPLEMENTATION OF PERON SEPUR (PERMAINAN TRADISIONAL DAKON SISTEM PERIODIK UNSUR) AS LEARNING METHOD OF CHEMISTRY AT SMP IT AL-FIRDAUS, SUKOHARJO, CENTRAL JAVA. By this learning media, hopes the students more easily understand the material, especially chemistry Periodic System of the Elements, teaching and learning activities is more interesting and fun, the integration of cultural values in chemistry can function optimally.

2. Character Education

Education is a process of internalising cultures into someone or society, so make people and society become civilized. Education is not just a tool to transfer science, but widely as a tool to civilize and give the values (enculturation and socialisation) (Adnan, 2010).

Thoughts about character education is written in UU Sisdiknas pasal 3 (Law of National Education System number 3 National Education has function to develop the ability and form the character and civilized the prestigious nation in order to educate the nation life, on purpose to develop the student potency so that becoming people who be faithful and godfearing to god the one, best character, healthy, educated, capable, creative, stand alone, and become citizen who is democratic and responsible. In order to make character education, the government does the effort to be implemented in school. Stiles (1998) has opinion that “Character building cannot be done without sistematical and programme effort early.”

Teachers become the keywords to create character education. Teachers as people who is believed and exampled by the students have to give character strong example. This thing will be strong base for the teachers to make the students characters. Thereby, Guru (teacher) will has philosophy believed (Javanish: “digugu”) and imitated (Javanish: “ditiru”).

3. Traditional Game

Traditional game is one of the form or type of culture. Based on Andreas Eppink, culture contains the whole explanation, value, norm, science, and social structure, religious, etc, which also contains intellectual and art statement that is special characteristic of the society. Traditional game grow and evolve based on the needs of the local community (Jonah: 1998 in Nur 2009). Most traditional games are influenced by the natural world, because this game is always exciting, entertaining the public in accordance with the conditions of that time. Traditional games according to Jonah (1981) in Nur (2009) generally are recreational, as many require the creation of a child.

Traditional game is also known as folk game. Folk game is an recreational activity which does not have purpose for amusing themselves, but also as a method for keeping relationship and comfortable in society. Thereby, playing is a kid requirement. Thus, playing for the kid has important value and characteristic in progressing of life daily development, included traditional game. (Semiawan,2008).

4. Element Periodic System
Element periodic system is a list of elements which are organized with certain rules. All known elements are in the table. It explains the name of chemistry elements, element symbols, mass numbers, element characteristics, etc. It is the most important basis which is needed to learn chemistry.

Element periodic system consists of period and group. Period is row in the periodic table. There are seven periods in element periodic system. It consists of some different elements. Whereas, column in the periodic table is called group. There are eighteen groups in basic periodic table. Elements with the same groups have similar electron valention configuration, so they have similar characteristics. There are three systems in giving group numbers. The first system uses arabic number and the others use greek number. The system with greek number is authentic traditional name and the system with arabic number is a new nomenclature which is suggested by International Union of Pure and Applied Chemistry (IUPAC). The arabic system is developed for replacing the confusing greek system because the greek system uses one name for different things.

5. Theoretical Framework

- National culture is getting weak
- Lifestyle changes
- Globalization increases
- Development and cultural preservation
- Traditional games
- Advanced Technology
- Students choose modern games
- Improvement culture for children
- Using Dakon
- Need
- An instructional media

PERON SEPUR

Solution

Due to

Can be repaired by

Very important

An instructional media

A study media innovation
6. Writing Methods

6.1 Writing Phase

The writing phases can be explained as:

i. Phase of formulating theme and problem
This phase is the beginning for formulating the whole content of the papers. Determining the theme and explaining the problems which are taken are the purpose in this phase. It can be analoged as the first thing for the following process. Method which is used in this phase is descriptive-analyse method. This method is by describing the condition of the traditional game now and searching the problems. And then, it will be determined strategic steps as the solution for the problems.

ii. Phase of Collecting Theory and Data
The phase of collecting theory is the following phase from explaining the problems. Collecting theories are acquired from reference books, articles and scientific journals, newspapers and internet, and field observing.

iii. Phase of analysis and discussion
Phase of data and theory analysis which is used in the writing is formulated in this phase. Both will be synthesized and connected with the problems, so both are related clearly and will be found some alternative solutions.

iv. Phase of conclusion and recomendation
This phase has purpose for concluding the whole writing contents into one totality and comprehensive understanding. Based on the taken conclusion from the whole writing contents will be found some alternative solutions which can be offered to settle the studied problems.

6.2 Game Implementation
PERON SEPUR game has adopted from traditional game “dakon” by inserting one of the material of Chemistry subject in SMPA grade X. The material is Elements Periodic System. It is done with the cards which contains questions of the name and symbol elements, names of groups in Elements Periodic System, place of groups and periods. These questions have to be answered by the players. This based-game is educative fun game and educative fun teaching.

6.3 Place and Time Research
Implementation of PERON SEPUR is done at 9th November 2013 in SMPP Al-Firdaus Sukoharjo, Central Java. The purpose is to know the real condition for learning material and PERON SEPUR adjustment.

7. The important of “Dakon” Traditional Game

Dakon can raise the social ability because it is always played together, sharpening analysis ability, and training soft motoric ability, and also training patience and carefullness. There are some benefits in the games (Mutiatin, 2010):

i. Training soft motoric ability
When the player holds and plays the dakon seeds, the fingers play role in the games, which are soft motoric. For the kids with bad soft motoric, they cannot play the game quickly, or may be the dakon seeds will get loose. This soft motoric ability is very usefull for the kids for holding the writing tools. Having good soft motoric ability, the kids will be able to write or type well and quickly.
ii. Exercising the patience and carefullness
This game very needs patience and carefullness, especially when the player has to share out the seeds into the holes in congklak board. If the player is not patient and carefull, the game will not go well.

iii. Training sportivity
This game is needed ability to get lose because this game is just played by two kids, so it will be seen between the winner and the loser. The player will lose when the seed is just left one, and there is not seed in the hole. Of course, this condition does not please, but however the condition has to be accepted. This situation is so different when playing games in computer. When the games has been seen defeat, the player can turn off the computer easily or restart the games.

iv. Accustoming analysis skill
Becoming a winner, analysis skill is very needed, especially when the opponent plays. The player, who can analyze well, will win the game by leaving a seed behind.

v. Interlacing social contact
This factor is important thing in this game because it is played together. So, the player will make a social contact when playing the game. A variety of information can be delivered. Sometimes, jokes and laugh are heard when they play.

Dakon is one of the alternative educative game tools (APE). A tool is called APE when it has benefits, that is stimulate kid potential. For example in this game is soft motoric ability, the kid holds the seeds and move them from the fist into the holes. Numerical ability is able to be stimulated in this game too, that is by counting the unreal number.

8. Learning Methods and Game Mechanisms

PERON SEPUR game methods are generally adopted from dakon games, the difference is located in the way it works. In this game, the hole is written with numbers. If the player stops in a hole, he has to take the cards with the same number as the hole. There is a question about element periodic system on the card and the player has to answer it. If the the player cannot answer the question on the card, the player cannot continue the game or take the opponent’s seeds or his. In end of the game, the loser has to mention the IA until VIIIA element names in the element periodic table. The game ends when there is not seed in the holes (the seeds are in the player’s holes). The winner is the player who gets more seeds and answers more correct questions on the cards.

PERON SEPUR game product specification:
1. PERON SEPUR board: dakon game board, usually made of wood, decorated with chemistry design.
2. SEPUR cards: consist of fifty element periodic system cards which contain questions about element periodic table.
3. Seeds: can be made from eggshell or the imitation, amount to 98 seeds.
4. Instruction card: to ease the teacher and the student using PERON SEPUR.

PERON SEPUR game mechanisms:
1. The player consists of two players and a teacher.
2. At the beginning of the game, every hole is filled with seven seeds.
3. Before playing the game, the players have to decide who will have turn first.
4. Last seed that fell on the barn which has been given a number, the player must take a card numbered that has been provided. Retrieval card should match the number on the holes on the dakon board.

5. If the player can guess the questions on the card, the player will continue the game. If the player can not guess the question, the player won’t continue the game and the game followed by an opposing player.

6. If the last seed falls in front of the opponent’s hole that contains several seeds, the player will take a card shoot to guess the question. If the player can guess the question, they will take the seeds from opponent. If the player can’t answer the questions from the gun card, they will not take the seed opponent.

7. Players who lost have to answer the questions.

9. The Impact of Using PERON SEPUR at Knowledge and Student Concept Development

After doing the research and observation to the students in Al-Firdaus Junior High School Sukoharjo, positive effects are seen at knowledge and student concept development, i.e.:

1. increasing knowledge and student concept in chemistry lesson, especially unsure periodic system, by adding traditional culture, that is dakon traditional game.
2. Loving dakon traditional game again.
3. By using this method, the students are more enthusiastic in memorizing and remembering unsure periodic system.
4. Learning becomes more fun because it based on educative fun game and exciting because the students are no longer exposed to the conditions in the monotony of learning.

10. Conclusion and Future Recommendation

The conclusions and future recommendation which can be taken from the finding are:
1. Traditional game is very important to increase social ability because it is always played together, so it trains analytical ability, soft motoric ability, and also patience and carefullness.
2. This chemistry learning method combines between dakon game and chemistry learning subjects, especially unsure periodic system subject. It based on educative-fun game and educative-fun teaching.
3. Influential positive effects at knowledge and student concept development are to increase knowledge and student concept at chemistry by adding traditional culture, that is dakon traditional game, loving dakon traditional game again, learning becomes more fun because it based on educative fun game and exciting because the students are no longer exposed to the conditions in the monotony of learning.

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References


