

Developing the Value of Peace in Sport, Health, and Physical Education Lecture through Traditional Games

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Abstract The objectives of this study are (1). Designing a model for the development of the value of peace-loving character education through play activities in the form of traditional sports for students; (2). Obtaining the effectiveness of a model for developing the value of peace-loving character education through play activities in the form of traditional sports for students; (3). Developing practical models for the development of the value of peace-loving character education through traditional games and sports activities for students; (4). Analyzing the validity of the development model for the development of the value of peace-loving character education through play activities in the form of traditional sports for Class III Elementary School Students of SDN Kebraon I and II Surabaya. The research method is a research development approach (Research Development) with three stages. It is necessary to know that this research method uses quantitative and qualitative research approaches and a significance analysis of 0.05%. The results of this research

are about the development of the value of this peace love from thirteen traditional games and instruments validated by experts. For the small group trial result, the average was 95.76%, the average group trial result was 97.03%, the large group trial result averaged 96.60%. For qualitative data with an interactive model, the results obtained were that students were able to practice all traditional games, were able to recognize, understand and apply the values of peace-loving, especially the practice of tolerance, respect, openness, and care and cooperation.

Keywords Peace-Loving, Character, Physical Education, Games

1. Introduction

Conflicts in everyday life are often found both on a small, medium scale and even on a large scale [1]. The conflict

that occurred can be individuals or organizations [2]. Conflicts that occur can be in various fields, education, social and sports [3]. Various conflicts in the field of sports are often found in the form of individual problems, both coaches and athletes, parents of athletes, spectators of sports competitions, including sports organizations [4]. The problem of conflict that occurs becomes a basic illustration that in the world of sports upholding the value of fair play is an irreversible necessity [5]. Efforts to understand conflict and to manage conflict into a positive energy leading to a positive direction are needed in the field of sports [6]. The government policies in the Nawacita program consist of nine programs and of the nine Nawacita programs, a national character revolution has been implemented, but there needs to be a policy of restructuring the national education curriculum. Especially coaching Pancasila ideology through presidential regulation number 7 of 2018. In its implementation it is very good, but not all are felt by the general public because according to Teten Masduki, the Head of Presidential Staff in his office said that "The concept of Nawacita and national development priorities are in line with the commitment to sustainable development goals, what we need to do is to carry out the national priorities properly and effectively."

Basic literacy to apply basic skills is cultural and civic literacy [7]. Some competencies need to be applied or implemented through fun games in learning physical education, so that students have creativity [8]. Although there are several existing programs that have been implemented by the government through the Ministry of National Education, character education, especially the value of peace-loving, has not been implemented optimally in the school environment. Therefore, the value of peace-loving needs to be applied from an early age in learning physical education in schools to minimize the various kinds of conflicts that occur in schools and in the community. The goal of physical education itself is seen from several aspects, such as learning, improvement, and results, but the value of peace-loving is very lacking, even rarely applied in learning. Therefore, the researcher wants to explore and dissect physical fitness through traditional games in learning physical education. To achieve that goal must be based on applicable rules. According to the 1945 Constitution of the Republic of Indonesia Article 31 Paragraph (3) mandates that the Government undertakes and implements a national education system, which increases faith and piety as well as noble morals, in order to educate the nation's life as regulated by law.

Problems in the field of sports are not only in the area of sports performance for elite athletes and coaches and organizations, more specifically, conflicts occur in the educational sports environment that occurs in schools from Elementary School (SD) to Senior High School (SMA) levels which are still in the area very vulnerable to conflict [9]. There are still frequent fights between students in small numbers and even up to a large number of fights between

schools, which are basically educational sports that are taught to teach many values (characters) in order to minimize the occurrence of existing conflicts, there should be mutual respect, respect and tolerance and love of peace. The role of physical education in the future is important in teaching peace love through sports activities [10]. However, the facts that have occurred are still far from expectations, various examples of violence or conflict in question are such as: student fights, drugs, school brawls, and excessive hostility. Of course, examples that are real portraits that occur in the field need to find a solution by providing sufficient provision about recognizing the value of the character of peace love to be able to apply it in everyday life in the classroom, at school to at home and outside the home and in the playground [11].

Seeing the miniature of physical activities in schools, especially learning physical education, the impact of conflict occurs due to misunderstanding between students and each other when playing sports which begins with a violation of the rules of play or because they do not understand the true value of fair play [12]. Violation of the rules of playing sports games when played on the field will certainly have an impact on activities in class and outside the classroom and this is even stronger when it occurs outside the supervision of the teacher or there is no teacher supervision [13]. Various efforts to minimize various problems related to the occurrence of various problems that have been described previously, then sports through learning physical education are used as a means of peace through educational facilities, recreational achievements and so on [14]. On an international scale, it has been recognized that sport is a tool to build peace and love [15].

Sport is to address social problems in developing regions and a significant social catalyst [16]. This sport aims to build peace, resolve prolonged conflicts, initiative to build and reconcile. Sports as development and peace in overcoming social problems through physical activity and involving the community to resolve conflicts in the form of sports and recreation activities, so that violence and inequality that occur in social, society and education can be overcome [17]. Sport helps those in conflict and pulls out of violence and its behavior is socially acceptable, for example in South Africa. Participation in sports can also have a therapeutic function for emotional and social rehabilitation of people who have experienced trauma. Participation in sports can also have a positive effect.

The 2013 curriculum at the elementary school level in Indonesia aims not only for competence but also for character [18]. Some of the character values are honesty, responsibility, nationalism, caring, trustworthiness, persistence, innovation, enthusiasm, confidence, cooperation, helping, respect, intelligence. Some of these values must be taught with certain techniques, in a scientifically tested way so that character education is given an effort to provide provision from an early age [19].

Indonesia is very rich in a variety of games and sports activities in society known as traditional games, in which

there are many character values that have the potential to be used as a means of building students' peace-loving character values. Moreover, there are a lot of traditional children's games ranging from Sabang to Merauke, this is a great asset to be developed through learning physical education in schools, so that students have a peace-loving character from an early age which is raised through playing traditional games.

The application of the values contained in sports which are actually the same as character values has not been well worked out in the fields of Physical Education, Sports, and Health because the development and reality that occurs in the field is that the longer the teaching age, the more unprofessional the physical education teachers [20]. In the field of education in understanding the meaning of physical education and how to understand values, it is still difficult to instill values in students in the physical education learning process. Understanding will help teachers and students understand the role and function of physical education in more concepts and practices based on the right design.

Physical education teachers have a strategic role in building value through exercise in learning physical education in elementary schools, on the basis of that role, the researcher wants to examine the problems that occur in

Physical Education, Sports, and Health teachers, especially in the city of Surabaya related to the cultivation of character values through physical education. Many research results suggest that there are still not many studies that discuss character education related to sports so it is necessary to re-research with attention to the characteristics of the same school. Researchers want to know more about the importance of the values or character of the students themselves and develop them through physical education with a focus on values or related to the value of peace. In this study, the researcher wanted to develop a physical education learning model that was oriented towards character development, especially the value of peace-loving, with the hope that the results could be used as an alternative solution to overcome the distortion of personality values that led to conflicts, disputes and brawls among the subjects that disturbed society.

2. Materials and Methods

This research is development research using quantitative and qualitative approaches (mixed method). The research steps can be seen in Figure 1.

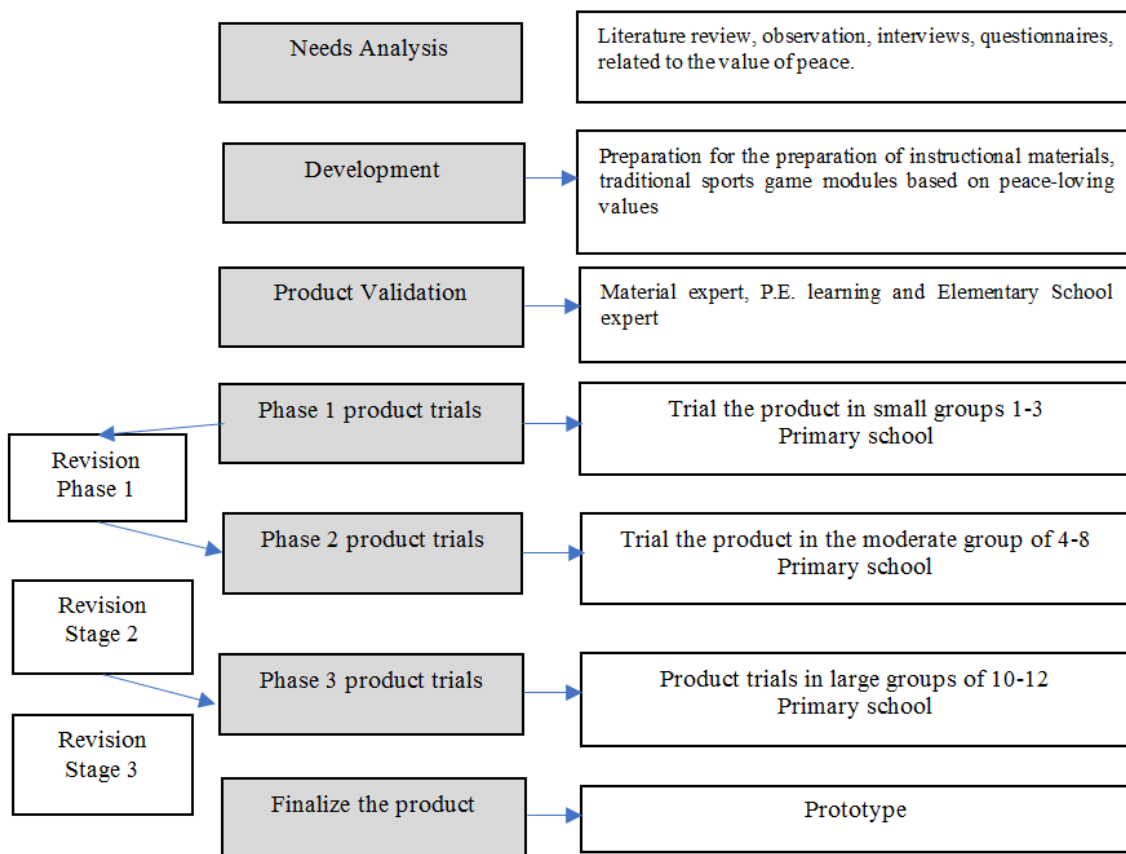
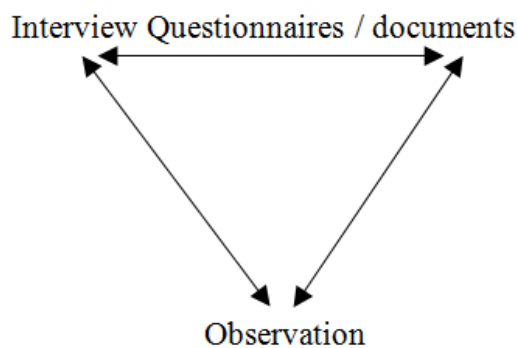


Figure 1. Research Procedures

In this study, the subject or target of the study was the IV students of the Kebraon I and II Elementary Schools. These two schools are located in Karangpilang District, Surabaya City which has the following characteristics: Elementary School Students, Male and female gender, Age 10 s / d 12 years, Healthy. The main population or the reachable population in this study were all fourth grade elementary school students who met the above criteria, which were estimated to be 100 students. The sample in this study was taken from the parent population by means of "Simple Randomized Sampling". The sample size is determined according to the research needs of 60 students that consist of 30 boys and 30 girls. After the number of samples obtained is 60 people, the selected sample will be divided into 4 (four) groups by means of ordinal pairing. So each group has 15 people.

For the results of qualitative data retrieval obtained that have a validity level that can be accounted for, there are several steps that must be taken by the researcher, namely:

Credibility Test. Extension of Observations, here the researcher returns to the field again to make observations, interviews again with data sources that have been encountered before and even new ones. This method is done by researchers so that the intimacy between the researcher and the research subject is getting closer or closer, so the research runs smoothly when digging for deeper information, because they already trust each other so that they can answer questions honestly. The purpose of this extension is carried out after the end of the research schedule for discussions with physical education teachers and class teachers in the school where the researcher is conducting the research. Increased persistence, in this case the researcher makes even more careful observations and does not stop, so that in this way the flow of events is easily recorded systematically and clearly. **Triangulation**, checking data from various sources in various ways and at various times. Triangulation is referred to here as data triangulation [21].



Negative Case Analysis, here looks for data that is different and even contradicts the data that has been found, so that there is no contradiction in finding data in the field. Using the Reference Language, here needs support to prove the data that has been found in the field even in writing.

Test Transferability. Indicate the degree of accuracy or applicability of research results to the population from which the sample was drawn.

Test Dependability. Conduct an audit of the entire research process.

Confirmability Test. Test the results of research related to the process being carried out [22].

3. Results

Quantitative Analysis Results

Based on the research design described in chapter III of the research method, the research design uses mixed research with an explanatory sequential model where the main data is quantitative and the supporting data is qualitative with the KUAN-Kual writing technique which means quantitative data as the main data source. For analysis quantitative, it can be obtained from the results of the post-test and pre-test on the fourth grade students of Kebraon elementary school. Research for the student test press as many as 34 people received a questionnaire for self-assessment that focused on the value of peace-loving characters and then carried out the treatment of 13 traditional games which were a combination of traditional Papuan games and traditional games that many students from outside Papua had known.

Table 1. Descriptive Statistics

	N	Min	Max	Mean	Std. Deviation
Pre_test_Kebraon_1	29	260.00	290.00	271.3793	7.89400
Pos_test_Kebaron_1	29	350.00	450.00	391.7241	19.65215
Pre_test_Kebraon_2	34	250.00	290.00	269.1176	10.25955
Post_test_kebaron_2	34	350.00	400.00	384.1176	16.89856
Valid N (listwise)	29				

Based on the data in table 1 starting with the preparation of data for the normality test and homogeneity test and analysis on the t test, after obtaining data in the field during practice in the field it can be concluded that the descriptive results are SD Kebraon I with an average pre-test 271.3793 and post-test. for SD Kebraon I, namely 391,7241. Whereas for SD Kebraon II the average pre-test was 269.1176, and for the post-test SD Kebraon 2 the average was 384.1176. Based on the results of the initial analysis, it was found that the results could be continued to be able to carry out the normality test and the homogeneity test.

Based on the data in table 2, it can be concluded that the results of the normality test in the research data on the increase in pre-test and post-test obtained all significant values greater than p-value 0.05, so the data were normally distributed for each school in SD Kebraon I and SD. Kebraon II both pre test and post test. For the normality test results, it can be continued to the data homogeneity test.

If seen from the results of the post-test and pre-test data in table 3, it shows that the significant value of all data is more than 0.05, it can be interpreted that the data is homogeneous. After knowing that the resulting data is normally distributed and homogeneous, the research data is suitable for use in conducting further analysis. So the requirements for the t test have been met, then proceed to the next test.

Based on table 4, it shows that the data from the pre-test and post-test SD Kebraon I obtained sig <0.05, namely 0.00, thus there is a very significant effect or there is a difference between the pre-test and post-test data. Meanwhile, the pre-test and post-test results for SD Kebraon II obtained sig <0.05, namely 0.00, thus there is a very significant effect or there is a difference between the pre-test and post-test data. Thus it can be interpreted that the application of 13 traditional games can help develop the peace-loving value of students at SD Kebraon Surabaya.

There are 13 traditional games and added with how to instill the value of peace-loving in students proving quantitatively there is an effect of the treatment given by the researcher, meaning that the 13 games can prove a strengthening of the value of peace-loving students, especially in SD Kebraon I and II Surabaya. The results of the research for quantitative analysis of 13 games show that this difference can be done at the elementary school level, meaning that there is an influence with 13 games in strengthening the value of peace love for students.

Based on the research design, the results of the analysis with the t test need to be supported by qualitative data so that it can support quantitative data that has shown the influence of 13 traditional games in relation to the development of the value of peace-loving students, especially SD Kebraon I and II grade III. In the next study, it is about qualitative data that is analyzed with an interactive model.

Table 2. Data Normality Test

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistics	df	Sig.	Statistics	Df	Sig.
Pre_test_Kebraon_1	.328	29	.000	.821	29	.000
Pos_test_Kebaron_1	.268	29	.000	.812	29	.000
Pre_test_Kebraon_2	.205	29	.003	.908	29	.015
Post_test_kebaron_2	.244	29	.000	.834	29	.000

a. Lilliefors Significance Correction

Table 3. Data Homogeneity Test

	Levene Statistics	df1	df2	Sig.
Pre_test_Kebraon_1	2,793	3	25	.061
Pos_test_Kebaron_1	1,987	3	25	.142
Pre_test_Kebraon_2	1,493	3	30	.236
Post_test_kebaron_2	.123	3	30	.946

Table 4. T Test Results

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Mean Error	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre_test_ Pos_Test_Image_ Test_ Kebaron_1	-120.34483	20.78508	3.85969	-128.25105	-112.43860	-31,180	28	.000
Pair 2	Pre_test_ Kebraon_2 Post_test_ kebaron_2	-115.00000	19.88604	3,41043	-121.93857	-108.06143	-33,720	33	.000

Table 5. Meaning for Strengthening the Value of Love and Peace through Activities Practice 13 Traditional Games

No.	Game Name	Data Exposure
1.	Gobak Sodor game	Strengthening the value of peace loving students at SD Kebraon 1 and SD Kebraon 2 Surabaya, it means that students are able to practice all the games that have been determined, and students are able to recognize, understand and apply the value of peace love, especially in the practice of tolerance, respect, openness, and care and cooperation in various forms of play. Students know and understand and practice the value of peace love from one game to another and it is repeated in each game which in turn can help students get to know and understand more and can apply it in general physical education learning activities.
2.	Dagongan games	
3.	Game of Stilts	
4.	Most Compressed Games	
	Long	
5.	Engkle games	
6.	Gebok Ball Game	
7.	Waik game	
8.	Boy Boyan game	
9.	Fort Bentengan game	
10.	One Mbimbi game	
11.	Eagle Games and Chicks	
12.	Game of Snakes	
13.	Nanggon games	

Results of Qualitative Data Analysis

An important finding can be found from the study of data exposure, data reduction, and finally the finalization of the data. The application of the value of peace love through 13 games that have been implemented by SD Kebraon I and SD Kebraon II Surabaya students can be seen in table 5.

4. Discussion

Thirteen games that have been designed can be implemented properly by students at Kebraon I Elementary School and Kebraon II Elementary School in Surabaya, the application of the students in playing and playing activities followed by the application of the peace-loving value applied in the game did not experience many obstacles so that it helped physical education researchers and teachers and students to play cheerfully, happily, engage all students to play, and provide benefits for students. Obstacles do not mean the researcher is able to overcome obstacles, especially those that occur more in technical ways of playing, especially how to play in games that students just know, or have students practiced but have not played the game for a long time. This helps students make the atmosphere of activities more interesting and student responses are also positive.

The means used by researchers are mostly supported by the existence of several supporting capacities of equipment that are not difficult to obtain and equipment that has been modified, so that the application of value through minimum games has obstacles and the tools used are sufficient to support the implementation of game activities.

There are several tools made by researchers such as stilts and chinsticks as well as several other game tools because they require modification and raw materials can be obtained in several places, thus helping students play games more optimally, especially those with traditional game nuances.

Students during the activities of implementing games and the value of peace-loving can be followed by students well, it is almost said that most students can practice games well, students can show the application of the values of peace-loving (practicing openness, mutual respect, mutual tolerance, and caring) can form students better than ever. The application of peace love at the beginning of the game there are still obstacles, such as when there are students who want to choose a group mate to choose a playmate who usually plays together, there are those who do not want one of the students, but when they give the understanding that playing is not only physical but also involves mental play like willing to accept anyone who becomes friends in the game team, even though you have become a playmate at the moment being your opponent in the game is part of being willing to cooperate with anyone and willing to tolerate anyone. In the second game and so on, the students began to understand it.

In various games at the beginning of the game when there are students who are still unable to play the game, or other groups lose, there are still words from students who give good expressions, because they do not accept defeat, it is still on the field, and slowly decreasing, because it cannot be said that it does not exist, at some level it cannot be prevented when there is the attitude and behavior of another friend who is rude which causes injury. On that basis, the play plan must be thought out in detail and every

step of the activity must be understood by students by inviting students to want to hear the explanation of the physical education teacher and researcher. In 1 semester, school has 16 weeks for study. These 13 games were divided for 13 weeks for 30 - 40 minutes. The rest 60 – 80 minutes, teacher will teach the regular material. During the activity, students were not found to be seriously injured, let alone a fall or collision that caused injury since these 13 games are classified as a traditional game and minimum physical contact.

Students in activities discover new things during play, students experience experiential learning which can provide adequate provisions that are very supportive to form a better student personality than before, from not knowing peace love to being able to change to know, understand and practice the value of peace. The practice of peace-loving values that is applied is repeated from the first game to the second game and the third game and so on to the last game, where the game can form a better person. New things that students encounter besides how to play new games and the value of peace-loving, students can be more open between friends about the results of the game to the physical education teacher and playmates, likewise do not sort out friends when there is a determination of the members of the play group, and it has become a routine habit from the first game to the thirteenth before and after playing shaking hands in conditions of either the winning or losing group. Thus the longer the students repeat the practice of the value of peace-loving in various games that are played and can be taken outside the field, meaning that outside of physical education lessons, it will certainly bring the learning atmosphere at SD Kebraon 1 and SD Kebraon 2 to be carried out with a joyful learning atmosphere. learning).

Portraits in the field of students practicing thirteen games in both elementary schools respond to all games with joy , the majority of students are happy and willing and able to practice all the games, and in the end the students practice the game which simultaneously applies the value of peace love in various forms of the game. The value of peace love with its various indicators can be practiced in games that have been designed.

So in general, the final results of the discussion can be interpreted that the application of the value of peace love through traditional games at SD Kebraon 1 and SD Kebraon 2 can be implemented properly and has a positive impact on students with various practices of respect, care, openness, and tolerance and cooperation. through the game.

5. Conclusions

The development of a peace-loving model through traditional games in the learning of Physical Education for Sports and Health at the Elementary School level, especially Kebraon 1 Elementary School and Kebraon II

Elementary School can be practiced and implemented properly. Based on the quantitative analysis, the t test, gave a significant result of $0.000 < 0.05$ for both schools. Based on the qualitative analysis with the interactive model, it makes a positive contribution by changing the peace-loving attitude of students as evidenced by the practice of peace-loving through traditional games that are repeated over a period of time, and the development of peace-love based on design.

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Conflict of Interest

All authors know of no conflict interest associated with this publication, and there has been no significant financial support for this work that could have influenced its outcome. As corresponding author, Toni Kogoya confirmed that the manuscript has been read and approved for submission by all the named authors.

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