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Increasing The Character Of Mutual Cooperation And Independence From Elementary School Students

Dyah Puji Ardianasari¹, Sri Utaminingsih², and Su'ad³

Universitas Muria Kudus, Indonesia

adyne.dp@gmail.com

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Abstract: This study aims to describe the effectiveness of game education in improving the character of mutual cooperation and independence of elementary school students. The type of research used is Research and Development (R&D). The steps in this study are potential problems, data collection, product design, design validation, design revision, product testing and product revision. This research was conducted in class V of SDN Tayuwetan 01. Through observations and interviews, it was found that the character of mutual cooperation and student independence was low and needed development to improve these characters. Thus, through the development of educational games, students can improve the character of mutual cooperation and independence.

Keywords: Character Education, Educational Games, Independence and Mutual Cooperation

A. INTRODUCTION

Education is an organized, planned and sustainable effort throughout life to make students better. Education is a forum for the formation of human behavior, potential, and character. But in reality, education applies more knowledge than methods so that students can understand, develop their character and potential. Finally, education is only limited to producing humans who have knowledge without understanding the meaning of values and differences that exist in them and the norms that must be respected and upheld. Education must be oriented to the development of all aspects of students' potential, including cognitive, affective and psychomotor.

Through the provision of good character values, students are expected to more easily interact and adapt to the surrounding environment. Educational institutions are expected to facilitate the character or moral growth of the nation's children. The big task of schools is to shape students' personalities through character education. Thus the task of educational institutions is to increase the distribution of human resources by shaping human character. In general, education has two big goals, namely intelligent and kind. Thus the task of



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educational institutions is to increase the distribution of human resources by shaping human character. Characters that are now considered relatively weak are those of self-reliance and mutual cooperation. The big task of schools is to shape students' personalities through character education. In general, education has two big goals, namely intelligent and kind.(Zurqoni et al., 2018)

In today's era, the value of independence is one of the character values that deserves attention. This is because currently many families treat their children by fully serving their children's needs, from waking up to going back to sleep. Especially for children whose daily lives are always accompanied by a household assistant because their parents are busy working outside the home. Independence comes from the adjective independent.

21st century learning emphasizes student independence where there is a change in the learning paradigm from teacher to student-centered. in this case the teacher becomes a facilitator besides that the hallmark of learning at this time is the integrated use of media that utilizes technology(Widarwati et al., 2021)

The value of the character of independence in its development requires efforts so that students can have knowledge about the character of independence, an attitude of independence, and display independent behavior. Character education can be implemented both integrated in learning and outside learning. one way is given project assignments to see the character of student responsibility and student independence(Tabroni et al., 2021). To create fun learning, it is necessary to have fun learning and build a friendly atmosphere that allows the growth of skills and knowledge about interesting games(Zaenap et al., 2021). More than that, media games can facilitate the student learning environment so that students do not feel bored, in learning. (Hartutik et al., 2022)

The game becomes interesting because the challenges and rules in the game are packaged in certain scenarios. On the other hand, playing games can be seen as a learning activity. This happens because players are required to learn the ways that must be done to carry out the challenges given. Thus, by including learning content in it, games can be used as a learning system.

Ismail (2006) argues that educational games are a means to stimulate student activity to learn learning materials and can increase understanding of something either by using sophisticated or simple technology. While the opinion of Pratiwi (2011) states that educational games are games that are used in the learning process and in these games contain



elements of education or educational values. From the opinions of the two experts above, it can be concluded that educational games are games that are used in the learning process and in these games contain elements of education or educational values.

Based on this, the researchers conducted a study entitled Improving the Character of Mutual Cooperation and Independence of Elementary School Students.

B. METHODOLOGY

This research was conducted to develop educational games to strengthen the character of mutual cooperation and independence of elementary school children. The type of research used is Research and Development (R&D), which is a research method used to produce a particular product and test the effectiveness of the product. The stages of this research include: 1) potential and problems, 2) data collection, 3) product design, 4) design validation, 5) design revision, 6) product trial, 7) product revision, 8) use trial, 9) product revision, 10) mass production. Data collection techniques in this study were carried out through observation, interviews, questionnaires, and documentation. Analysis of the data used to process the data obtained from the questionnaire is descriptive analysis.

Interval score	category
$X > X + 1.80 S_{bi}$	Very good
$X + 0.60 S_{bi} < x < X + 1.80 S_{bi}$	Well
$X - 0.60 S_{bi} < x < X + 0.60 S_{bi}$	pretty good
$X - 1.80 S_{bi} < x < X - 0.60 S_{bi}$	Not good
$x < X - 1.80 S_{bi}$	not good

D. Results and Discussion

The results of observations and interviews show that students need learning development, one of the developments that can be done is to develop teaching materials according to their characteristics so that learning can be more interesting and fun. Then from the teacher's side, media development is very necessary in the world of education, especially in the character of mutual cooperation and independence. The interactive multimedia product developed is learning media which is presented in the form of educational games. The material developed in this media is the prevention of mutual cooperation and independence of elementary school children. This material is material that must be mastered by students so



that in facing this era, children have strong characters. Besides, Master stated, a development is needed to provide.

Education for children related to the prevention of the corona virus to make it more interesting and attractive to children. In addition, character cultivation is also needed at times like this. When learning from home like this, in addition to character education learning materials, there must also be mutual cooperation and independence. The development carried out by researchers consists of several stages. The following are the stages of developing educational games carried out by researchers: 1) product concept, 2) product sketch, 3) material collection, 4) manufacture and programming. Educational game products that have been completed in the manufacturing process are then validated by several media experts. Media experts are people who are considered competent in the field of learning media development. Media expert validation needs to be done to find out whether or not the educational game developed by researchers in terms of media is feasible.

Individual trials were conducted on fifth grade elementary school students. At this stage students are given the opportunity to operate educational games while filling out questionnaires to provide an assessment of educational games. The type of data in this study is primary data. Primary data in the form of assessment results and suggestions from validation and testing on multimedia-based educational game applications. Primary data is classified into two, namely qualitative data and quantitative data. Qualitative data in the form of suggestions and criticisms of product revisions developed by researchers, while quantitative data in the form of questionnaire data regarding the assessment of the quality of educational games developed.

This research and development produces a product in the form of educational games on the content of Civics lessons in class IV. Educational game development. The process of developing this educational game begins with planning, including analysis of Core Competencies and Basic Competencies, analysis of student characteristics, and analysis of learning materials. Educational game planning is elaborated. The results of the developed media are then asked for validation to find out whether the developed game is suitable for use or not. Based on the data from the validation results carried out by media experts, the results obtained are the display aspect with an average score of 42 appropriate categories, the presentation aspect with an average score of 15 appropriate categories and programming aspects with an average score of 22.5 with a decent category. Then the results of each aspect



are summed and obtained an average result of 26.5 with a decent category. This is produced through several stages, including planning, design validation, design revision, product testing, product revision and dissemination. This corona educational game was developed considering the low character of mutual cooperation and independence of children and the lack of education provided for virus prevention

corona.

Through play children become more active. Another effect obtained is the existence of positive attitudes or characters produced by the game including being supportive and independent (Benton et al., 2019). Through the game, the value or character of Togetherness will appear in traditional games, namely games that contain high values in develop children's noble character and at the same time develop character education (Hendrowibowo & Raharjo, 2018)

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