

Response, Peace-Loving Characters and Homeland Love Characters: Integrating Traditional Game of Petak Umpet

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ABSTRACT

The purpose of this research was to integrate the traditional games of Petak Umpet into learning process. This type of research a mix method that is qualitative and quantitaf. This study involved several variables as a category of research namely the response, the character of peace-loving and the character of homeland. The sample of research was 44 students. Analyzing data used descriptive and inferential statistics. The result showed that integration was carried out at State of Elementary School 64 Muara Bulian and Madrasah Ibtidaiyah 4 Batang Hari seen in the response, the character of peace-loving and the character of love of the homeland. As a result each variable of the response, the character of Peace love and the character of love of the motherland has a significant comparison, with a value of sig<0.05 and on each dominant variable in the good category. The integration of traditional games in learning can be used as an alternative to fun learning and in accordance with the age of elementary school children.

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INTRODUCTION

Education is the main pillar of every State, (Gandara, 2015; Novalita, 2019; Setiawan, 2020). therefore the future of the country will be continued by the next generation, if the next generation does not have an education how a country will progress, it will suffer setbacks. Therefore the importance of an education for a country. In line with (Lawn, 2013; Hartong, &Förschler, 2019; Armstrong, 2020). Education for a country is very important and aims to advance the country. So that countries can compete with other countries and keep up with global developments. Global development is so fast becoming a demand for the State of Indonesia to be able to compete in any case, especially in the field of education, therefore education in Indonesia must be emphasized its quality to become a country that is ready to face any challenges. According to (Megawanti, 2015; Sujana, 2019; Nastiti &Abdu, 2020), education in Indonesia in the process of development, all efforts are made for quality learning to meet the needs of education.

Learning is the process of adding insight, improving skills, and improving attitudes (Mehan, 2013, Rieh, et.al, 2016; Aji, 2020). Good learning will result in good student quality, therefore in the learning process continues to be developed (Hidayah, 2015; Prihantoro, 2015). One of them is learning while playing with traditional games of hide-and-peek. learning while playing can be used as a method of learning in elementary school students, because by learning while playing can instill caraker in students combined with traditional games. (Westera, 2017; Darmadi, 2018; Miskawati, 2019).

Traditional Games are all forms of play activities that each region has with a certain characteristic,(Kurniati, 2016: Widodo & Lumintuarso, 2017: Hanief, 2017). Traditional games in Indonesia so much because Indonesia has a lot of tribes and ethnicities, therefore it is not surprising that traditional games in Indonesia are very diverse, (Nursyahidah &Putri, 2013; Ridwan, 2016; Abda'u, Hanurawan &Sutarno, 2020). in harmony with (Furio, et al, 2013; Lum,et al, 2018; Selasih &Sudarsana, 2018), the value in traditional games is implemented in learning because it has cultural-based learning resources and also character value values to establish a strong and characterful nation. In addition to taking the value of the character also to add insight about the culture around and to always maintain and preserve the existing culture so as not to be lost.

Efforts made to be awake and not lost or extinct one of them is a traditional game of Petak Umpet that is integrated in learning in school, traditional game Petak Umpet is suitable in relation to the learning of the character of learners. In line with that (Wibowo, Wasino &Setyowati, 2012; Subali, Sopyan &Ellianawati 2015) mentions the traditional games that exist in Indonesian society plays a role in building the character of a nation, such as cooperation, religion, tolerance, and so forth. The character is not formed by itself, it must be instilled and formed in order to become a dignified nation to modernize the character of students by way of education (Kim, Harris, & Pham, 2018; Sanjaya, 2021), therefore the importance of character planting in students with one of the games of Petak Umpet.

Petak Umpet games are among the most popular Indonesian games. (Mas'udah, 2015; Nafisah, 2016; Asrial et al, 2021). argues that the game of hide-and-peek is a game played together to find his friend who is hiding. Learning Through Games can develop potential in children, not only physical but also cognitive, language, social, emotional, creativity and ultimately academic achievement,(Agustin, Jaya &Surahman, 2016; Mbadhi, Ansel & Pali, 2018; Nur'aeni, Oktaviani & Apriani, 2020). Therefore, the game of Petak Umpet is integrated in learning in school to instill character in students such as the character of love of the homeland and the character of peace-loving.

The character of the love of the homeland is a sense of belonging, pride, respect, and respect for the country he lives in. His behavior depicts protecting and protecting his country, willing to sacrifice for the benefit of the nation, and also to preserve the cultures that exist in the country. (Fatmawati, Pratiwi &Erviana, 2018; Dewantoro & Sartono, 2019; Atika, Wakhuyudin & Fajriyah, 2019). The love of the student homeland is still not visible and needs to be developed again to achieve an advanced Indonesia and free from foreign cultural elements, (Saputro, 2017; Faridli & Asriyati, 2019, Ardianti, Wanabuliandari, & Kanzunnudin, 2019). While the character of peace-loving is to create an environment that is safe, peaceful, harmonious and peaceful. Far from violence, riots and quarrels. (Guetta, 2013; Chaer, 2017, Sabil et al, 2021). The character of peace-loving is instilled as early as possible so that the surrounding environment is always peaceful and peaceful away from violence and division. Character education in

school is a very important need so that the next generation can be equipped with the basic skills needed in life, (Stanislavski, 2013; Marini, 2017; Safitri, 2018). Therefore, character planting must be done various efforts, one of which is through traditional games of Petak Umpet

The purpose of this research is to find out the comparison of peace-loving characters and homeland-love characters in elementary school by using the game Traditional Petak Umpet Theme 8 Sub-theme 3 Learning 1 for the short term. The research questions are as follows:

1. How do students respond to traditional Petak Umpet games?
2. How students' character to the application of traditional game Petak Umpet
3. How do students respond to the application of traditional game of Petak Umpet in learning in public elementary schools and madrasah ibtidaiyah?
4. Is there a difference in students' response to the application of traditional game of Petak Umpet in learning in public elementary schools with madrasah ibtidaiyah?

METHOD

This study uses a quantitative and qualitative approach (*Mixed Method*) is when researchers have questions that need to be tested in terms of the type of research and the process, and concerns the combination of quantitative and qualitative methods in one study (Senjaya, 2018; Hermawan, 2019;). By using *explanatory sequential* design research which implies quantitative collection and analysis as the main data and then qualitative data in two consecutive phases in one study (Creswell, 2013; Li, et.al, 2015; Wipulanusat, et al., 2020).

Research instruments using questionnaires and interviews. Questionnaire is a data collection tool that can be done by disseminating a series of questions and written statements to the source of the research sample members (Maryuliana, Subroto & Haviana, 2016; Sudiby, Jatmiko & Widodo, 2017; Gunawan, et al., 2019). Questionnaires used in the form of questionnaires of characters love the homeland and peace-loving and questionnaires response to the application of traditional games Petak Umpet. With the number of valid questions each 16 questions. As for reliability is calculated using *the formula cronbach alpha*. After the instrument was tested and analyzed reliability, obtained the coefficient of reliability of the country's love questionnaire of 0.760 and for the character of peace-loving 0.730 and the response questionnaire of 0.740 so that it can be concluded that the instrument is reliable. In the questionnaire using the scale category Likert with the type of scale strongly agreed (SS), agreed (S), not sure (N), disagreed (TS), and strongly disagreed (STS). On each positive question in the instrument that has a value: SS = 5, S = 4, N = 3, TS = 2, and STS = 1. The score is reversed for the value on the negative question item. Questionnaires given to respondents are used to measure quantitative data. Here's a grid of research polls.

Table 1. Grid Questionnaire Response of Peaceful Character Students to Game Of Petak Umpet

No.	Assessment Aspects	statement	Number of Items
1	Forgiving each other	Apologize if it's wrong	4
2	Protecting the environment	Doesn't damage things around	4
3	Polite behavior	Speak a subtle word	4

4	Not bother others	Not pranking a friend	4
sum			16

Below is a table of questionnaire grids for the character of the love of the student homeland with the application of traditional game Petak Umpet. The grid of the character questionnaire of love of the motherland is used as a guideline for the preparation of questions in the research questionnaire.

Table 2. Grid Questionnaire Response of Character of Love of Homeland to the Game of Petak Umpet

No.	Assessment Aspects	Statement	Number of Items
1	Scenting the nation's name	Learning to achieve your goals	4
2	Mutual respect	Appreciate the difference	4
3	Keeping the nation's good name	Not doing naughty	4
4	Working together	Helping a distressed friend Helping someone in need of help	4
sum			16

Interview is a technique of collecting data in the form of information from a source, by asking questions and statements (Arismunandar, 2013; Rosaliza, 2015; Siregar, 2016). The interview used was a short question, with 16 questions each. The interview grid is as follows:

Table 3. Teacher Interview Grid

No.	Assessment aspects	statement	Number of questions
1	Traditional Games	Games that have been applied in school	5
2	Student's peace-loving character	Frequent fights between students	6
3	The character of the love of the motherland	Scenting the good name of the school	5
sum			16

Interviews are also conducted with students to find out the response of students to the application of traditional game of Petak Umpet. With the interview grid as follows:

Table 4. Student Interview Grid

No.	Assessment aspects	statement	Number of questions
1	Petak Umpet game	Have you ever played with a friend	4
2	Student response	Feelings when playing Petak Umpet	3

3	Peace-loving characters	Respecting differences between religions, tribes	4
4	The character of the love of the motherland	Proud to be an Indonesian child	3
sum			16

The population in this study is the number of all grade IV students at SD Negeri 64/I Muara and in Grade IV MIN 4 Batang hari. The samples used were all students of grade IV SD N 64/I muaro bulian and Grade IV MIN 4 Batang Hari, which amounted to 44 students. In the determination of samples used sampling techniques are purposive sampling techniques whose sampling techniques are done with certain considerations (Sugiono, 2019) where the criteria applied by researchers are consideration of the state of the school as well as students, schools that are researched by researchers using printed and electronic teaching materials, which facilitates the data obtained by researchers in seeing the character of Cinta Damai with the integration of traditional game Petak Umpet.

Data collection techniques used are quantitative data collection as the main data and strengthened with qualitative data. Quantitative data is data that involves numbers or numbers in it (Rofiah, Aminah & Ekawati, 2013; Diamonds, 2018; Zein, et al. 2019). Quantitative data is a type of data that can be measured or calculated directly. The existing quantitative data is reinforced by qualitative data resulting from interview results. Qualitative data is data from verbal word explanation can not be analyzed in the form of numbers or numbers (Gunawan, 2013; Hasanah, 2017; Rijali, 2019). In the study, qualitative data in the form of an overview of the object of research. Qualitative data provides and shows the quality of research objects conducted. Data collection techniques in this study using flowchart diagrams are written as follows:

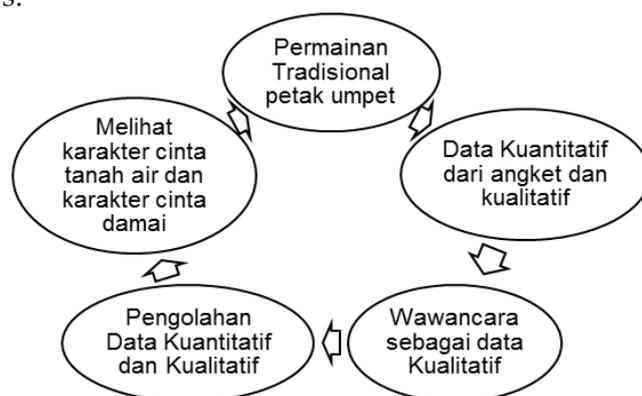


Figure 1. Data Collection Flow Chart

The data analysis in this study uses descriptive statistics and inferential statistics. Descriptive statistical information is statistical information used to analyze data by describing or describing the data collected, without intending to draw general applicable conclusions or generalizations (Junaidi, 2014; Sari & Wardani, 2015; Sugiono, 2019). In this study using descriptive statistics using maximum, minimum, mean and standard deviation values.

While in differential statistics is a statistical calculation used to analyze data from the sample and the results will be generalized or inferred for the population of the sample was taken (Widiana, 2016; Sutopo, & Slamet, 2017). . By using the assumption test that is a test of normality and linear by taking the results of the sig value decision on the processed data. As well as using a hypothesis test that is a T test provided that if the sig value < probability of 0.005 then there is an influence of a free variable (X) on a bound variable (Y) or an accepted hypothesis. If the sig value > a probability of 0.005 then there is an influence of a free variable (X) on a bound variable (Y) or a hypothesis is rejected.

RESULT AND DISCUSSION

This study was used to describe the comparison of students' response to the integration of traditional game Petak Umpet with the character of Peace Love and the character of the love of the student's homeland.

The questionnaire used in this case is a response to the integration of traditional games, the character of Cinta Damai and the love character of the homeland of learners. The questionnaire produced the response of students to the traditional game of Petak Umpet that has been disseminated and processed at SD Negeri 64/I Muara Bulian can be seen in the table below:

Table 5. Students' Response to Traditional Game of Petak Umpet at SDN 64/I

category										
Interval	attitude	Gender		Total	Mean	Min	Max	median	Std.dev	%
		f	m							
86 - 90	Very Not	1	1	2						8,69
91 - 95	Good	1		1						4,34
96 - 100	bad	1	1	2	102,7	86	110	97,3	5,9	8.69
101 - 105	enough	4	6	10						43,47
106 - 110	good	4	4	8						34,78
	Excellent									
Total		11	12	23						100

The results of the questionnaire response to the application of the game of Petak Umpet with the results of 34.78% (8 out of 23 students) who belonged to the category was very good, in the category of good results obtained 43.47% (10 out of 23 students), in the category of quite obtained results 8.69% (2 out of 23 students) in the category of bad results obtained 4.34% (1 out of 23 students) and in the category of very bad results obtained 8.69% (2 people out of 23 students), therefore it can be seen that in the application of Petak Umpet games at SDN 64/1 muaro belongs to the good category. Where this can be seen from the data of the number of students who have filled out a questionnaire containing some questions that have been processed by researchers and produced the data.

Table 6. Student Response to Traditional Game Petak Umpet At MIN 4 Batang Hari

Category										
Interval	attitude	Gender		Total	Mean	Min	Max	median	Std.dev	%
		f	m							
86 - 90	Very Not	1	1	2						9,52
91 - 95	Good	1	1	2						9,52
96 - 100	bad	1	1	2	102,7	86	110	97,3	5,9	9,52
101 - 105	enough	2	3	5						23,80
106 - 110	good	6	4	10						47,61
	Excellent									
Total		11	10	21						100

The results of the questionnaire response to the application of the game of Petak Umpet with the results of 47.61% (10 out of 21 students) who belonged to the category was very good, in the category of good results obtained 23.80% (5 out of 21 students), in the category of quite obtained results 9.52% (2 of 2 1 student) in the category of not well obtained results 9.52% (2 out of 21 students) and in the category of very bad results obtained 9.52% (2 people out of 21 students), therefore it can be seen that in the application of the game of Petak Umpet in MIN 4 Batang Hari belongs to the good category. Where this can be seen from the data of the number of students who have filled out a questionnaire containing some questions that have been processed by researchers and produced the data.

Poll Results of Characters Love Peace and Love of the Motherland

Questionnaires of Love Peace characters and homeland love characters are disseminated to students to see the character of learners on the integration of traditional game Petak Umpet Here are the results on the questionnaire of the character of Love peace and the love of the homeland of the students.

Table 7. The Results of The Character Questionnaire Love Peace Learners On The Integration of Traditional Games Petak Umpet

category										
Interval	attitude	Gender		Total	Mean	Min	Max	median	Std.dev	%
		F	M							
39 - 46	Very Not	1	4	5						11,36
47 - 54	Good	3	4	7						15,90
55 - 62	bad	4	4	8	50,75	39	78	59,5	6,2	18,20
63 - 70	enough	5	8	13						29,54
71 - 78	good	6	5	11						25,00
	Excellent									
Total		19	25	44						100

The results of the questionnaire of Cinta Damai character of the students showed there were 25.00% (11 out of 44 students) who belonged to the category very well, in the category of good results obtained 29.54% (13 out of 44 students), in the category of quite obtained results 18.20% (8 out of 44sis in the category of bad results obtained 15.90% (7 out of 44 students) and in the category of very bad results obtained 11.36% (4 people out of 44 students), therefore it can be seen that in the integration of traditional games Petak Umpet on the character of Peace Love belongs to the category of good. Where this can be seen from the data of the number of students who have filled out a questionnaire containing some questions that have been processed by researchers and produced the data. The resulting data shows that the characters of Cinta Damai students have a good category on integrating traditional game Petak Umpet.

Table 8. The Results of The Character Questionnaire Love The Motherland Learners On The Integration of Traditional Games Petak Umpet

Interval	attitude	Gender		Total	Mean	Min	Max	median	Std.dev	%
		f	m							
55 - 57	Very Not	2	1	3						6,81
58 - 60	Good	5	2	7						15,90
61 - 63	bad	6	5	11	64,2	55	70	64,7	3,3	25,00
64 - 66	enough	8	6	14						31,81
67 - 71	good Excellent	5	4	9						20,45
Total		26	18	44						100

The results of the questionnaire of the character of love of the homeland of the learners showed there were 20.45% (9 out of 44 students) who belonged to the category very well, in the category of good results obtained 31.81% (14 out of 44 students), in the category of quite obtained results 25.00% (11 of 4 4 students) in the category of bad results obtained 15.90% (7 out of 44 students) and in the category of very bad results obtained 6.81% (3 people out of 44 students), therefore it can be seen that on the integration of traditional games Petak Umpet on The Character of Peace Love belongs to the category of good. The resulting data shows the character of Cinta Tanah Air students have a good category on the integration of traditional game Petak Umpet.

Normality and Linearity Test

Here are the results of the test of assumptions of normality and linearity in the questionnaire data response to the character of peace and the character of love of the homeland of learners by using SPSS 20, which can be seen in the table below:

Table 9. Test the Normality of Peace-Loving Characters and Homeland Love Characters with The Integration Response of Traditional Game Petak umpet One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		44
Normal Parameters ^{a,b}	Mean	0E-7
	Std. Deviation	3.00375752
	Absolute	.124
Most Extreme Differences	Positive	.084
	Negative	-.124
Kolmogorov-Smirnov Z		.825
Asymp. Sig. (2-tailed)		.504

a. Test distribution is Normal.

b. Calculated from data.

From the table above can be seen significant values resulting from the normality test. Based on Kolmogorof-Smirnof from two independent samples. From the table above the sig value > 0.05. The normality value of 0.504 at the sig normality value means that the existing data is normal, because the sig > 0.05 value. The following linearity tests are also conducted on the data as shown in the table below:

Table 10. Test the Linearity of Peace-loving Characters and Characters with Responses

ANOVA Table

		Sum of Squares	Df	Mean Square	F	Sig.
	(Combined)	401.141	8	50.143	1.542	.178
RESPONSE * PEACE-LOVING	Between Groups	105.926	1	105.926	3.258	.080
	Deviation from Linearity	295.215	7	42.174	1.297	.280
	Within Groups	1137.836	35	32.510		
	Total	1538.977	43			

From the table above can be seen the sign value generated from the linearity test from the data above the sig > 0.05 value then the data is said linear, the linearity value is sig > 0.280 means that the existing data is linear, because the value of sig > 0.05

Table 11. Test The Linearity of The Character of Love of the Motherland and The Character with Response

ANOVA Table

			Sum of Squares	Df	Mean Square	F	Sig.
RESPONSE LOVE THE MOTHERLAND	*	(Combined)	1302.311	18	72.351	7.643	.000
		Between Groups	1101.950	1	1101.950	116.403	.000
		Linearity	200.361	17	11.786	1.245	.302
		Deviation from Linearity	236.667	25	9.467		
		Within Groups	1538.977	43			
Total							

From the table above can be seen the significant value resulting from the linearity test. From the data above the sig value > 0.05 then the data is said to be linear. Linearity value of sig linearity value of 0.302 means that the data is linear, because the sig value > 0.05.

T Test

The t-test test is used to test how each free variable affects its own free variables on its bound variables (Potale, 2016; Hutapea & Saerang, 2017; Prasetyo, Ratnasari & Hakim, 2020). This test can be done by comparing t count with table t or by looking at the significance column on each t count. Independent t-test is said to be significant if $p < 0.05$, if the value is Sig. (2-tailed) < 0.05 then there is a significant difference and comparison between the character of Cinta Damai and the character of the love of the homeland of students at The Muara Bulian Public Elementary School 64/I and Madrasah Ibtidaiyah Negeri 4 Batang Hari once the data is turned around then the data is said to have no differences and comparisons. Here are the results of the t-test test on the data on the love character of Peace and the character of love of the homeland in the response to the integration of the traditional game Petak Umpet.

Table 12. Test t-test Response of Students at Madrasah Ibtidaiyah Negeri 4 Batang Hari and Muara Bulian State Elementary School 64/I on Integrating Traditional Game of Petak Umpet

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper

Response	Equal variances assumed	.341	.560	47.906	112	.000	52.36842	1.09315	50.20248	54.53436
	Equal variances not assumed			47.906	111.996	.000	52.36842	1.09315	50.20248	54.53436

From the table above seen after the t-test test is seen with a comparison of the response of students on the integration of traditional games Petak Umpet at Public Elementary School 64 / I Muara Bulian and Madrasah Ibtidaiyah 4 Batang Hari. With a sig value < 0.05 in the table above can be seen as 0.00 which is smaller than 0.05 with a t value of 52.36842. This means that there is a comparison of the response in the State Elementary School and Madrasah Ibtidaiyah on the integration of the traditional game of Petak Umpet. In addition to the character of Peace Love and the character of love of the motherland is also compared between the State Elementary School and Madrasah Ibtidaiyah. Here are the results of the t-test test on the data on the character of Cinta Damai and the character of love of the homeland in the response to the integration of the traditional game Of Petak Umpet.

Table 13. Test t-test of Peace-Loving Character In Public Elementary School 64/I Muara Bulian and Madrasah Ibtidaiyah Negeri 4 Batang Hari against The Integration of Traditional Game of Petak Umpet

Independent Samples Test

	Levene's Test for Equality of Variances	t-test for Equality of Means								
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Peace-Loving	Equal variances assumed	10.875	.001	37.540	86	.000	38.79545	1.03345	36.74102	40.84989

Equal variances not assumed			37.540	67.805	.000	38.79545	1.03345	36.73312	40.85779
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From the table above seen after the t-test test is seen with a comparison of the response of students on the integration of traditional games Cinta Damai in Public Elementary School 64 / I Muara Bulian and Madrasah Ibtidaiyah 4 Batang Hari. With a sig value < 0.05 in the table above can be seen as 0.00 which is smaller than 0.05 with a t value of 38.79545. This means that there is a comparison of the response in the State Elementary School and Madrasah Ibtidaiyah on the integration of the traditional game of Petak Umpet. In addition to the character of Peace Love and the character of love of the motherland is also compared between the State Elementary School and Madrasah Ibtidaiyah. The test result of the character of love of the motherland as follows.

Table 14. Test t-test Character Love Homeland At Madrasah Ibtidaiyah Negeri 4 Batang Hari and Public Elementary School 64/I Muara Bulian against The Integration of Traditional Game Petak Umpet

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means					
	F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower

LOVE OF THE MOTHERLAND	Equal variances assumed	6.973	.010	12.434	86	.000	13.22727	1.06383	11.1246
	Equal variances not assumed			12.434	66.298	.000	13.22727	1.06383	11.10345

From the table above seen after the t-test test is seen with there is a comparison of the character of love of the homeland of learners on the integration of traditional games Petak Umpet at Public Elementary School 64 / I Muara Bulian and Madrasah Ibtidaiyah 4 Batang Hari. With a sig value < 0.05 in the table above can be seen as 0.00 which is smaller than 0.05 with a t value of 13,227. This means that there is a comparison of the response in the State Elementary School and Madrasah Ibtidaiyah on the integration of the traditional game of Petak Umpet.

The results of the interview were conducted to students to find out the response, the character of Peace Love and the character of love of the homeland at the time of integrating the traditional game of Petak Umpet. Questions on interviews to measure qualitative data on research. At the time of integrating the traditional game Of Petak Umpet in learning students feel happy and excited in learning, because learning while playing. Students are more active not in the cognitive realm, but in their affective and psychomotor realms. The results of interviews in students can be known that teachers still rarely provide learning by integrating traditional games such as Petak Umpet.

Furthermore, the results of the interview were conducted to teachers as educators to know the knowledge and ability of teachers in integrating traditional games of Petak Umpet. Teachers still don't integrate games in learning. The game is introduced to students only in sports learning, the rest is only theory learning. Teachers rarely introduce traditional games to students in the classroom. According to him, the integration of traditional games can be a new alternative for an educator in introducing hereditary culture. Especially in traditional games integrated because there are many good values that can be applied to students.

The integration of traditional game Petak Umpet in learning in grade IV of Muara Bulian State Elementary School 64/I and Madrasah Ibtidaiyah 4 Batang Hari was given a response questionnaire to see the response of students. With the results obtained in the good category, with the results obtained 43.47% with 10 of the 23 students in the State Elementary School 64 / I Muara Bulian and at Madrasah Ibtidaiyah 4 Batang 47.61% with 10 of the 21 students category is very good. Both responses in each school are in the good category, this is because the integration of

traditional games of students is more active in learning, not only has abilities in the cognitive realm but students will also have affective and psychomotor abilities. The integration of traditional games is considered very appropriate to the character and age of elementary school children.

Traditional game of Petak Umpet integrated into learning is not just on students' cognitive, affective and psychomotor abilities. By integrating traditional games can also be measured the character of learners, in this study measured the character of Love Peace students with a questionnaire where the results obtained in the good category of 31.25% with 15 out of 44 students from Public Elementary School 64 / I Muara Bulian and Madrasah Ibtidaiyah 4 Batang Hari Cinta Damai character is shown by Mutual Respect, Maintaining the Environment, And Mutual Forgiveness. (Fajarini, 2014; Supriyanto,& Wahyudi, 2017) Judging from that the character of Cinta Damai must be present in the students both in learning and playing.

In addition to the character of Cinta Damai, the character of love of the motherland is also a need to measure the magnitude of the character of the love of the motherland of learners in learning. The character of love of the homeland is the attitude of students to appreciate the homeland as evidenced by Loving Local Works and preserving the existing culture (Fauzan, & Nashar, 2017; Oktavianti, I, & Ratnasari, 2018 ; No, 2019). From this study obtained results with a good category of 31.81% with 14 out of 44 students. This shows that the students already have the character of love of the homeland and want to preserve the culture such as traditional games that are preserved by the hereditary culture of the ancestors.

The assumption test analysis data shows that the resulting data is normal and linear judging by the data that shows significant value. Test normality and linearity in this study using two independent samples (Widhiarso, & UGM, 2012; Saregar, Latifah & Sari, 2016; Sukestiyarno & Agoestanto, 2017). With the following test criteria: If the Sig> value is 0.05 then the variance is normal, whereas if the sig<0.05 value then the variance is not normal. From the table above it can be known that the value of 0.394 so that the data obtained can be said to be normal, because the sig>0.05 value. While in the linearity test it can be known that the value of 0.337 so that the data obtained can be said linear, because the value of sig>0.05. Normality test and linearity test become very important to be fulfilled because at the initial assumption of a linear comparative equation is said to be good if the comparative error is normal and linear distribution (Haryono & Wardoyo, 2012; Sutopo & Slamet, 2017; Ningsih & Suniasih, 2020).

While the hypothesis test is seen from the t-test table is done to see the proposed hypothesis is acceptable or not. The test was conducted on the response, the character of Peace Love and the character of the love of the homeland of the learners. The t test conducted was the result of the spread of the questionnaire for Public Elementary School 64/I Muara Bulian and Madrasah Ibtidaiyah 4 Batang Hari. In the analysis of t-tests that have been done the proposed hypothesis is well accepted can be seen in the existing table that the sig value is less than 0.05. In the test results t response of students with a sig value of 0.00 which is smaller than 0.05 with a t value of 13,703. In addition to the t test on the response is also measured on the character of Peace Love learners with a value of sig<0.05 that is in the table above can be seen by 0.00 which is smaller than 0.05 with a value of t of 13,623. While in the test t was conducted on the character of love of the motherland with a value of 0.00 which is smaller than 0.05 with a value of t of 13,612. In the analysis of t-tests that have been done the proposed hypothesis is well accepted can be seen in the existing table that the sig value is less than 0.05.

In accordance with previous research conducted (Andriani, 2012; Agustini, 2020; Praheto & Sayekti, 2021) which conducts research by integrating traditional games into learning. According to each researcher revealed that traditional games have a huge influence on the mental, physical, and mental development of children. Traditional games can also develop the value of a child's character, Previous research which was also conducted by (Nafisah, 2016; Mbadhi, Ansel, & Pali, 2018; Purnamasari & Sa Rtinah, 2019) examined the game of hide and seek which discussed how to apply it to students who focused on skills and character, stating that the game hide and seek is good in the development of student skills and is suitable for learning in elementary schools as well as character. In each study integrated character values through traditional games in elementary school learning. While in this study, the integration of traditional games in learning is seen from the response, the character of Cinta Damai and the character of the love of the homeland of students in the State Elementary School and Madrasah Ibtidaiyah Negeri. Where in the integration of traditional games the response given by students to the study in the category is good when viewed from the results of existing questionnaires.

The position of this researcher is to be the benchmark of integrating traditional games in learning with previous research that examines the influence of integrating traditional games on learning. The response of students at the time of learning by integrating traditional games obtained good response results, they prefer to do learning by playing. With the integration of traditional games can also measure the character of Love of Peace and the character of the love of the homeland of students in public elementary schools and madrasah ibtidaiyah state. The novelty of this study is in the variables studied, namely the variables studied there are 3 variables, namely response, peace-loving character and homeland love character in the integration of traditional game Petak Umpet in learning. This research is to integrate traditional games in public elementary schools and madrasah ibtidaiyah state. While many previous studies have examined the influence on the integration of traditional games.

The implications of the comparative response research, the character of Cinta Damai and the character of land love learners in two schools are different from integrating traditional game Of Petak Umpet in grade IV learning theme 1 "The Beauty of Togetherness" sub-theme 2 "Togetherness & Diversity" learning 1 in finding out the diversity of hereditary culture in the local province precisely Jambi Province. In addition, it becomes a tool and media that suits the needs of students and can be used as a source of self-learning. Recommendations for teachers as educators in the field of education and schools to be able to integrate traditional games in learning to measure and know the character of peace-loving and the character of love of the homeland of learners, because the character of peace-loving students can help students have a strong character to make the results of learning and self and attitude of students more maximal and meaningful. While the character of love of the homeland can help learners to have a nationalistic spirit in their country. Especially if traditional games can be integrated into learning. The limitation of this research is the integration of traditional game Petak Umpet is limited to the basic competencies of grade IV theme 1 "The Beauty of Togetherness" sub-theme 2 "Togetherness & Diversity" learning 1 integrated in public elementary schools and madrasah ibtidaiyah state. In this study it was limited to the character of Cinta Camai and the character of the love of the motherland.

CONCLUSION

Based on the results that have been described, it was found that from the integration of traditional games Petak Umpet there is a comparison between the response, the character of Cinta Damai and the character of love of the homeland in elementary school and Madrasah Ibtidaiyah. In the study the dominant results in the good category, from the data obtained on the integration of traditional games Of Petak Umpet on learning. This is reinforced by the results of the t test that has been conducted on 3 variables, namely response, the character of Peace Love and the character of love of the homeland where the sig obtained is smaller than 0.05 then there is a difference between the three variables. Therefore, the integration of traditional games in learning can be an alternative to fun learning and in accordance with the age of elementary school children. In addition to making it easier for teachers to introduce hereditary cultures, namely games, students are more active in learning. This is obtained from the interview results of teachers and students who provide a lot of good information on the integration of traditional game Petak Umpet.

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