

Improving the character of Indigenous children in natural schools by implementing play activities Mejorar el carácter de los niños indígenas en las escuelas naturales mediante la implementación de actividades lúdicas

*Gusril; *Anton Komaini, *Syafuruddin, **Mohd Salleh Aman, *Fitrah Arrasyih, *Heru Andika, ***Zariul Antosa
*Universitas Negeri Padang (Indonesia), **University of Malaya (Malaysia), ***Universitas Riau (Indonesia)

Abstract. By conducting this research, the aim is to observe and apply play activities to indigenous children in Jambi Indonesia to improve character. This research applies the quasi experimental method with a sample of 16 indigenous Jambi Indonesian children with certain conditions. The instrument used to determine a child's character is using a questionnaire, which is the collection of data in the form of numbers or figures. Data were analyzed using quantitative t test statistics. The results of the research and data analysis show that the character of indigenous children who were given playing activities showed good results compared to before they were given playing activities with a mean of 185.75 and after being given playing activities it became 192.81 with an increase of 7.062. From these results it can be said that playing activities have a positive impact on the character of indigenous Jambi Indonesian children, with this improvement this will of course become a basis for future research.

Keywords: Character, indigenous, play activities

Resumen. Al realizar esta investigación, el objetivo es observar y aplicar actividades de juego a niños indígenas en Jambi Indonesia para mejorar el carácter. Esta investigación aplica el método cuasi experimental con una muestra de 16 niños indígenas Jambi indonesios con ciertas condiciones. El instrumento utilizado para determinar el carácter de un niño es el cuestionario, que es la recopilación de datos en forma de números o cifras. Los datos se analizaron mediante estadísticas cuantitativas de la prueba t. Los resultados de la investigación y análisis de datos muestran que el carácter de los niños indígenas a quienes se les brindaron actividades de juego mostró buenos resultados en comparación con antes de que se les brindaran actividades de juego con una media de 185.75 y después de recibir actividades de juego pasó a ser 192.81 con un aumento de 7.062. A partir de estos resultados se puede decir que las actividades de juego tienen un impacto positivo en el carácter de los niños indígenas de Jambi Indonesia; esta mejora, por supuesto, se convertirá en una base para futuras investigaciones.

Palabras clave: Personajes, indígenas, actividades lúdicas.

Fecha recepción: 28-05-24. Fecha de aceptación: 11-06-24

Gusril

gusril@fkk.unp.ac.id

Introduction

Indigenous children are native children who live in the wild and carry out daily activities in the wild such as hunting animals, catching fish and farming (Komaini et al. 2023). Indigenous children live their lives according to their respective circumstances. Moreover, their lives are now increasingly threatened due to illegal deforestation.

With the clearing of illegal forests causing them to be eroded and eroded by the progress of the times, indigenous children are now starting to communicate with children around the environment who have been given a place to live in groups. The play activities provided are related to the character of indigenous children (Adjei-Boadi et al. 2022; Moriya et al. 2022). After being given the opportunity to live and mingle, indigenous children must be given an understanding of the importance of character (Arifuddin et al. 2023).

Children are things that need to be given an understanding and learning about the importance of character, character refers to moral values, caring, responsibility and respect for other people (Birhan et al. 2021). Character is how a person responds to a situation ethically and expresses himself in real life through superior behavior, honesty, accountability, and respect for others. Character is more than just personality. More than that, character is a test of personality. A person is said to have character if he is able to recognize the values and beliefs desired by society and use this character as a guide

in his life (Jeffery-Schwikkard et al. 2024; White and Shin 2017).

Play activities are fun and exciting games (Gsuril et al. 2022; Rasyid et al. 2024) that encourage children to plan, evaluate and choose challenges (Lee-Cultura, Sharma, and Giannakos 2022) as is done in indigenous games in the form of competition (outdoing each other), fun, swimming, and bird slingshot competitions whose results are from being hunted for their survival, such as pigs, birds and deer.

Play activities are activities that involve physical activity that provides physical fitness and physical pleasure (Chaeroni et al. 2021), in play activities embedded positive, cognitive, affective and psychomotor values (Komaini 2017). Playing activities are serious but fun activities and in playing you are not only looking for victory but you can have fun and practice playing skills (Lee 2022; Mulder et al. 2018). Providing games is one of the strategies for forming and developing character from an early age, for example through fun activities while playing (Rezki et al. 2023).

There are many forms of character development, but here we try to combine play activities to improve character in indigenous children. Apart from that, to find out the extent to which play activities can improve the character of indigenous children, this research is motivated by the influence of play activities on improving the character of indigenous children in Jambi, Indonesia.

Method

Study Design

This research is research that applies the quasi-experimental method and wants to find out the cause-and-effect relationships that arise from implementing play activities in native school children. This research design uses one Groups Pre Test – Post Test Design, which compares the pre-test and post-test play activities of Indigenous Jambi Indonesian children. A total of 16 indigenous children aged 10-12 years.

This experimental research was applied to indigenous children in 16 meetings, with material on play activities, competition games, group games, etc. with a frequency of playing three times a week, this is because the frequency of practice 3-5 days a week has an effect. to the child's body. The instrument used in this research is a character questionnaire which has been tested and obtained a reliability value of 0.0481171 (Sutijan et al. 2015). By using a questionnaire, you can obtain information about yourself or other things you know (Arikunto; 2000). Data testing in this study used Quantitative T Test data analysis to characterize significant data from the sample studied (Wälti et al. 2022)

Result

Table 1. Normality

Variable	Shapiro-Wilk			conclusion
	Statistic	df	Sig.	
Pre-test	0.968	16	0.809	Normal
Post-test	0.967	16	0.753	Normal

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

Table 2. Paired Sample Statistics

Pair 1		Mean	N	Std. Deviation	Std. Error Mean
		Pre-test	185.75	16	7.655
	Post-test	192.81	16	8.712	2.178

Table 3. Output Paired

Pair 1	Pre-test & Post-test	Paired Samples Correlations		
		N	Correlation	Sig.
		16	0.657	.006

Table 4. Output Paired Sample Test

Pair 1 Pre-test - Post-test	Paired Samples Test							
	Paired Differences							
	Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
-7.062	6.846	1.711	-10.710	-3.415	-4.127	15	0.001	

Analysis carried out at the pre-test and post-test data stages resulted from character measurements. This test will test the hypothesis in the research. In order to get whether hepotosis is accepted or rejected, you need to compare the

It can be said that this research uses two data, the first data displays the results of the pretest scores, while the second value is the results of the post test. To determine the results of the research, look at the post test results which can be seen in table 1 below.

Table 1.

Pre-test and post-test data		
No	Pre-test	Post-test
1	177	189
2	179	178
3	182	184
4	200	199
5	187	189
6	176	179
7	189	195
8	192	200
9	194	190
10	182	200
11	185	189
12	174	192
13	180	189
14	195	205
15	193	209
16	187	198

The t-test (Paired t-test) is a method of testing paired or non-independent hypotheses. The characteristic most often found in paired cases is that one subject (research object) receives two separate treatments. Basically, this research still obtains two types of sample data, the first data is the first treatment and the second data is the second treatment. results of the t-count value with the t-table value. Acceptance of hepotosis if the t-count value is greater than the t-table value with Sig 0.05 (p-value). To determine the difference in character between before being given playing activities and after being given playing activities, a t-test was carried out on paired samples. The results of the t-test values can be seen in table 5.

The paired t-test is a test used to determine the comparison between two data with the assumption that the data is normally distributed. Paired sample data is obtained from the same subject in different situations. The results of the analysis can be seen in table 3.

Table 3 shows the results of calculating pre-test and post-test data. The pre-test data shows a mean value of 185.75, and the mean value on the post-test is 192.81, obtained from a sample of 16 people. In simple terms, this table conveys descriptive statistical data, subject characteristics, mean, sample size, and standard deviation.

For pairwise correlation, whether the pretest and post-test data have a strong correlation. Assuming that if sig < 0.05 then there is a significant correlation. In this study the calculated sig is equal to 0.006 or smaller at 0.05, thus it can be said that the pre-test and post-test data have a strong relationship.

The table above shows the results, sig (2-tailed) is equal to 0.001 < 0.05, so it can be said that there is a positive impact on the treatment given. This significant influence can also be known through the results of the pre-test and post-test. After processing the data, it can be said that there is a significant difference between before the treatment was given and after the treatment was given.

Based on the table above, it can be seen that the average value for the pre-test data is 185.75, and the average value for the post-test is 192.81. With these results it can be said that the influence of playing activities has a positive and significant effect on character

Discussion

The aim of this research is to determine the influence of play activities on the character of Indigenous children. The results of the analysis carried out in this research show that there are significant differences in the characteristics of indigenous children, before and after providing play activity interventions.

The pre-test results had an average of 185.75 in character, while during the post-test the magnitude of the increase in character was 192.81. It can be understood that after providing playing activities there has been an increase. The t-test analysis shows such significant differences that it can be said that play activities have a significant influence on improving the character of indigenous children in Jambi Indonesia. The influence of play activities on character was also found in research (Rasyid et al. 2024), when examining play on children's characters. Apart from that, research data also shows that improving character has a positive impact on playing activities (Syahrial 2014).

Playing activities are a form of play that is fun and has an effect on children being social and instilling character (Chaeroni et al. 2022; Onyango et al. 2021; Yılmaz, Yel, and Griffiths 2022), and education helps for growth and development (Gusril 2013). By implementing play activities, it encourages children to have good character (Lopes et al. 2022), which children need to get. The basic concept of character improvement is good understanding and appropriate targets such as play activities and varying forms of play (Jefferson-Buchanan 2022). By implementing play activities, children will get used to learning while playing to understand and improve character (Sugiarti et al. 2022), so that children are able to apply and understand the importance of character.

The character of indigenous children is still in the unstable category, so this can still be improved by implementing play activity models, including playing repetition, type of play and intensity of play (Weber and Harzer 2022). This research was conducted to apply play activities to 16 indigenous children during 16 meetings. It turned out that the play activity model had a significant influence on the children's character. As was done in the research, there was an increase in children's character by 20% pre-cycle, 23% in cycle one, 28% in cycle two, and 29% in cycle three (Mushfi El Iq Bali, Fathony, and Watini 2020), and this is also supported by the results of previous research that children's character is influenced by parents, and characters can be introduced to traditional games (Rezki et al. 2023). The results obtained are in accordance with the aim of play activities, namely improving the character of indigenous children. Because playing activities are used to playing

around without any embedded character. so it is hoped that they will be able to apply good character to playing activities.

With the implementation of this research, we still have shortcomings that are not yet certain for all indigenous children, this is because we only applied it to 16 research samples. We suggest that future research can use a wider sample and examine social and gaming activities.

Conclusions

Based on the results of research using data analysis, hypothesis testing and discussion, it can be said that there is an influence of play activities on improving the character of indigenous Jambi Indonesian children. Thus it can be said that the alternative hypothesis is accepted.

The themes in the research in the form of play activities and the characters of indigenous children are very interesting to discuss, especially local culture in the development of customs. Quality character must be formed and given from an early age, failure to develop a good personality at an early age can lead to a bad personality later in life. For future research, we provide several suggestions for future research to find out further factors for improving the character of indigenous children. which involves an in-depth look at traditional games, physical activities and local cultural norms. Designing and implementing interventions aimed at improving the character of indigenous children.

Acknowledgements

We are very grateful to the sample in the study and the parties involved in this research.

References

- Adjei-Boadi, Dina, Samuel Agyei-Mensah, Gary Adamkiewicz, Judith I. Rodriguez, Emily Gemmill, Majid Ezzati, Jill Baumgartner, and George Owusu. 2022. "Neighbourhood, Built Environment and Children's Outdoor Play Spaces in Urban Ghana: Review of Policies and Challenges." *Landscape and Urban Planning* 218. doi: 10.1016/j.landurbplan.2021.104288.
- Arifuddin, Adhar, Darmiyati Zuchdi, Dadan Rosana, Novita Intan Arovah, Caly Setiawan, Yuli Prihatni, Ari Setiawan, A. Fahira Nur, Nur Eka Dyastuti, and Hidayanti Arifuddin. 2023. "Strengthening of Early Children's Character Education Stunting Children in Indonesia." *Journal of Education and Health Promotion* 12(1). doi: 10.4103/JEHP.JEHP_1857_22.
- Arikunto, Suharsimi. 2000. *Research Procedures: A Practical Approach*. Jakarta: Rineka Cipta.
- Birhan, Wohabie, Gebeyehu Shiferaw, Alem Amsalu, Molalign Tamiru, and Haregewoin Tiruye. 2021. "Exploring the Context of Teaching Character Education to Children in Preprimary and Primary

- Schools." *Social Sciences & Humanities Open* 4(1):100171. doi: 10.1016/J.SSAHO.2021.100171.
- Chaeroni, Ahmad, Anton Komaini, Nuridin Widya Pranoto, and Despita Antoni. 2022. "The Effect of Physical Activity Programs and School Environments on Movement Activities and Mental Health." *International Journal of Human Movement and Sports Sciences* 10(2):131–37. doi: 10.13189/saj.2022.100201.
- Chaeroni, Ahmad, Nurlan Kusmaedi, Amung Ma'mun, Dian Budiana, and Fahmil Haris. 2021. "The Influence of the Learning Environment on Students' Physical and Mental Health Based on Gender." *International Journal of Human Movement and Sports Sciences* 9(4):622–28. doi: 10.13189/saj.2021.090403.
- Gsuril, Willadi Rasyid, Anton Komaini, Ahmad Chaeroni, and Umami Kalsum. 2022. "The Effect of Physical Activity-Based Physical Education Learning Model in the Form of Games." *International Journal of Human Movement and Sports Sciences* 10(5):906–12. doi: 10.13189/saj.2022.100506.
- Gusril, G. 2013. "Gross Motor of Pupils in The Kindergarten and Development."
- Jefferson-Buchanan, Rachael. 2022. "Teaching Fundamental Movement Skills Through Play-Based Pedagogy." *Journal of Physical Education, Recreation and Dance* 93(8):28–33. doi: 10.1080/07303084.2022.2108171.
- Jeffery-Schwikkard, David, Junying Li, Phalasha Nagpal, and Tim Lomas. 2024. "Systematic Review of Character Development in Low- and Middle-Income Countries." *The Journal of Positive Psychology* 1–23. doi: 10.1080/17439760.2024.2322464.
- Komaini, Anton. 2017. "Improving Children's Basic Motor Skills (Fundamental Motor Skills) Through a Play Approach for Padang City Kindergarten Students." *Jurnal Sains Keolahragaan Dan Kesehatan* 2(2):54.
- Komaini, Anton, Yanuar Kiram, Gusril, Deby Tri Mario, Sri Gusti Handayani, and Erianjoni. 2023. "Fundamental Movement Skills in Children in Mentawai Islands: Indigenous Tribes in Indonesia." *Physical Education Theory and Methodology* 23(4):520–30. doi: 10.17309/tmfv.2023.4.05.
- Lee, Wonhyung. 2022. "Character-Based Lending for Micro Business Development: Empirical Insights into Conceptualizing Character." *Journal of Small Business & Entrepreneurship* 34(6):645–60. doi: 10.1080/08276331.2019.1701256.
- Lee-Cultura, Serena, Kshitij Sharma, and Michail Giannakos. 2022. "Children's Play and Problem-Solving in Motion-Based Learning Technologies Using a Multi-Modal Mixed Methods Approach." *International Journal of Child-Computer Interaction* 31. doi: 10.1016/j.ijcci.2021.100355.
- Lopes, Vitor P., Susana Rafaela Martins, Celina Gonçalves, Marco Antonio Cossio-Bolaños, Rossana Gómez-Campos, and Luis P. Rodrigues. 2022. "Motor Competence Predicts Self-Esteem during Childhood in Typical Development Children." *Psychology of Sport and Exercise* 63. doi: 10.1016/j.psychsport.2022.102256.
- Moriya, Kodai, Takaya Iio, Yukiya Shingai, Tomoharu Morita, Fusako Kusunoki, Shigenori Inagaki, and Hiroshi Mizoguchi. 2022. "Playing with Invisible Animals: An Interactive System of Floor-Projected Footprints to Encourage Children's Imagination." *International Journal of Child-Computer Interaction* 32. doi: 10.1016/j.ijcci.2021.100407.
- Mulder, Tim M., Kimberly C. Kuiper, Claudia E. van der Put, Geert Jan J. M. Stams, and Mark Assink. 2018. "Risk Factors for Child Neglect: A Meta-Analytic Review." *Child Abuse & Neglect* 77:198–210. doi: 10.1016/J.CHIABU.2018.01.006.
- Mushfi El Iq Bali, Muhammad, Alvan Fathony, and Sri Watini. 2020. "Implementation of Asyik Play Model In Enhancing Character Value of Early Childhood." *Journal of Physics: Conference Series* 1477(4):042055. doi: 10.1088/1742-6596/1477/4/042055.
- Onyango, Silas, Stephanie Simmons Zuilkowski, Patricia Kitsao-Wekulo, Nampaka Nkumbula, Jürg Utzinger, and Günther Fink. 2021. "Relative Importance of Early Childhood Development Domains for Schooling Progression: Longitudinal Evidence from the Zambia Early Childhood Development Project." *International Journal of Educational Development* 85. doi: 10.1016/j.ijedudev.2021.102445.
- Rasyid, Willadi, Gusril, Syahril Bakhtiar, Anton Komaini, Heru Andika, Ndayisenga, and Jaffry Bin Zakaria. 2024. "The Influence of Play and Conventional Approaches on the Basic Movements of Children Aged 9-10 Years." *International Journal of Human Movement and Sports Sciences* 12(1):44–49. doi: 10.13189/SAJ.2024.120106.
- Rezki, R., G. Gusril, and A. Asril. 2023. "Play for Early Childhood Character Development: A Systematic Review and Meta-Analysis." *Jurnal Pendidikan Jasmani Dan Olahraga* 8(1):117–23. doi: 10.17509/jppo.v8i1.55785.
- Sugiarti, Rini, Erwin Erlangga, Fendy Suhariadi, Mulya Virgonita I. Winta, and Agung S. Pribadi. 2022. "The Influence of Parenting on Building Character in Adolescents." *Heliyon* 8(5):e09349. doi: 10.1016/J.HELİYON.2022.E09349.
- Sutijan, Hasan Makhfud, Lies Lestari, and Chumdari. 2015. "Development of an Integrated Character Education Assessment Instrument." *Jurnal Paedagogia*, 18(2).
- Syahril, Bakhtiar. 2014. "Learning Strategies, School Locations, and Basic Movement Abilities of Elementary School Students." *Jurnal Ilmu Pendidikan* 20(2):127–33.
- Wälti, Marina, Jeffrey Sallen, Manolis Adamakis, Fabienne Ennigkeit, Erin Gerlach, Christopher Heim, Boris Jidovtseff, Irene Kossyva, Jana Labudová, Dana Masaryková, Remo Mombarg, Liliane De Sousa Morgado, Benjamin Niederkofler, Maike Niehues, Marcos Onofre, Uwe Pühse, Ana Quitério, Claude Scheuer, Harald Seelig, Petr Vlček, Jaroslav Vrbas, and Christian Herrmann. 2022. "Basic Motor Competencies

- of 6- to 8-Year-Old Primary School Children in 10 European Countries: A Cross-Sectional Study on Associations With Age, Sex, Body Mass Index, and Physical Activity.” *Frontiers in Psychology* 13:804753. doi: 10.3389/fpsyg.2022.804753.
- Weber, Marco, and Claudia Harzer. 2022. “Relations between Character Strengths, School Satisfaction, Enjoyment of Learning, Academic Self-Efficacy, and School Achievement: An Examination of Various Aspects of Positive Schooling.” *Frontiers in Psychology* 13:826960. doi: 10.3389/FPSYG.2022.826960.
- White, Robert, and Tae Seob Shin. 2017. “Integrative Character Education (ICE): Grounding Facilitated Prosocial Development in a Humanistic Perspective for a Multicultural World.” *Multicultural Education Review* 9(1):44–74. doi: 10.1080/2005615X.2016.1276670.
- Yılmaz, Eyüp, Selma Yel, and Mark D. Griffiths. 2022. “Comparison of Children’s Social Problem-Solving Skills Who Play Videogames and Traditional Games: A Cross-Cultural Study.” *Computers & Education* 187:104548. doi: 10.1016/J.COMPEDU.2022.104548.

Datos de los/as autores/as y traductor/a:

Gusril	gusril@fik.unp.ac.id	Autor/a
Anton Komaini	antonkomaini@fik.unp.ac.id	Autor/a -Traductor/a
Syafruddin	syafruddin@fik.unp.ac.id	Autor/a -Traductor/a
Mohd Salleh Aman	amanms@um.edu.my	Autor/a -Traductor/a
Fitrah Arrasyih	arrasyihfitrah@gmail.com	Autor/a -Traductor/a
Heru Andika	heruandik0407@gmail.com	Autor/a -Traductor/a
Zariul Antosa	zariul.antosa@lecturer.unri.ac.id	Autor/a -Traductor/a