JOURNAL OF CRITICAL REVIEWS

ISSN- 2394-5125 VOL 7, ISSUE 15, 2020

CHARACTER EDUCATION OF GAMES-BASED RESPONSIBILITIES FROM GENDER PERSPECTIVE IN CHILDREN

SRI SANTOSO SABARINI[1], ADANG SUHERMAN[2], YUDY HENDRAYANA[3], BASKORO NUGROHO PUTRO[4], RUMI IQBAL DOEWES[5]

[1] Department of Physical, Health, and Recreational Education, Sebelas Maret University

[2] Department of Sport Education, University of Pendidikan Indonesia

[3]Department of Physical, Health, and Recreational Education, Sebelas Maret University

[4]Department of Sport Education, University of Pendidikan Indonesia

[5]Department of Physical, Health, and Recreational Education, Sebelas Maret University

[1]srisantoso@staff.uns.ac.id,[2]adangsuherman@upi.edu,[3]yudy_h2000@upi.edu,[4]baskoro.np@staff.uns.ac.id,[5]king.doewes@staff.uns.ac.id

Received: 01 May 2020 Revised: 23 June 2020 Accepted: 04 July 2020

ABSTRACT: The purpose of this study is: to find out the empirical facts a significant difference between the "Games" Based Character Education Model towards children's responsibilities in gender perspective and their interactions. Comparing between character education models based on Teaching Personal and Social Responsibility (TPSR) integration with cooperation themed games and understanding themed games. Coopperation themed games implemented by applying Team Games Tournaments (TGT) and understanding themed games implemented by applying Teaching Game for Understanding (TGfU) method. This type of research uses quasi-experimental methods in the form of pre test – post test group design with factorial 2x2. The research subjects used in this study were K.4 children totaling 45 children consisting of 25 sons and 20 daughters. Data collection techniques are using a questionnaire responsibility that was developed from Don Hellison (Hellison, 1995) through a valid and reliable questioning instrument with Cronbach's Alpha: 0.921. The data analysis technique used in this study is Analysis of 2 Univariate Anova Factors using SPSS version 20. Based on the research that has been carried out, the following conclusions are obtained: 0.05, i.e. 0,000. Male gender tends to be effective using character education models based on cooperative games with an average count of 80,417. Whereas female gender tends to be effective using character education models based on understanding games with an average count of 69,385.

KEY WORDS: Gender, Games, Character Education, Responsibility, Children, Physical Education

I. INTRODUCTION

Violence by children increased to a worrying level during 2010-2014 (Syahrul & Alfath, 2015). Deviant attitudes and violence committed by children in everyday life is a manifestation of the low attitude of responsibility. School is the place where children expand their knowledge and competencies and form their sense of intellectual efficacy essential for participating effectively in the larger society (Bussey & Bandura, 1999). The main objective of Physical Education as one of lesson in school is developed person become creative, healthy, skillful, inventive and well adapted with their surround. Various studies on psychological levels report that participating in sports (or physical activity) can reduce negative psychological factors (Ex. Behavioral violence, stress and negative moods, alienation and delinquency, deviant behavior) and increase positive psychological factors (cohesiveness, commitment, collaborative decision making, emotional intelligence, positive relationships with friends (Cho-Soon, 2014). Physical education is a part of the general educational program that contributes, primarily through movement experiences to the total growth and development, and must be conducted in a manner that merit this meaning (Panggrazi & Dauer, 1992). It's mean that physical education play a major role to developed character. Character education contains three main elements, knowing the good, desiring the good, and doing the good (Lickona, 2009).

ISSN- 2394-5125 VOL 7, ISSUE 15, 2020

Several physical education learning models implemented games that very appropriate to form the attitude of responsibility of children. Physical education learning model based on the responsibility can integrate game as part of the learning model. Learning model based on game affect student personality and social development (Salamuddin & Harun, 2011). Responsibility can be constructed through collaboration between Teaching Personal and Social Responsibility (TPSR) with Team Game Tournament (TGT) and Teaching Game for Understanding (TGfU). TGT can accommodate student characteristic for achieving the optimal learning process (Hidayat, Mulyana, & Juhrodin, 2017). While TGfU is considered the most applicable for children aged (11-12 years) (Pill, 2002). Learning model based on game showed an increase in experimental class in social skills and preference for group work (Marios & Evmorfia, 2009).

The novelty in this study is trying to answer empirically about the elements of character education responsibility of elementary school children who can be taught through the Physical Education learning model by adopting the TGTU Cooperative Learning Model and Learning Model with TGfU's Theory Constructivistic integrated with TPSR. Researchers assume the cooperative learning model type TGT and TGfU which are both games based are thought to have contributed psychosocially in shaping children's responsibilities if the application is integrated with TPSR. The TPSR program uses responsibility as a "theme" to teach various physical/physical activities. Program participants are taught to take personal responsibility as an effort and aim to carry out social responsibility, respect the rights of others, so that they become sensitive to the needs of others, and for the welfare of the group (Hellison, 1995). The TPSR model-based program suggests five levels of responsibility: (1) respect for the rights and feelings of others; (2) self-motivation; (3) self-direction; (4) caring; and (5) transfer 'outside the gym' (Hellison, 2011).

The concept of gender role refers to the pattern of beliefs, attitudes, behaviors, skills, and interests (Duda, 2008). The gender roles that a society assigns to its children will have a determining effect on their access to food and education, their status in relationships, and their physical and psychological health in the future (Pan American Health Organization, 1994). Females more often put forward collaborative proposals, usually using language to reach consensus (Brizendine, 2006). Whereas in male, language is used more to ask for everything, threaten, and break the effort to talk to each other. Meanwhile, relationship development in females will increase through verbal activities while males in games that emphasize competition and demand the emergence of winners and losers It can be concluded that females tend to develop more verbal skills compared to males.

II. MATERIAL & METHODS

Teaching Games for Understanding (TGfU) is an approach that became popular during late 1970s and early 1980s when educators began teaching students how to experience the excitement of play through games and sports (Dwivedi, 2017). Games are valuable because it is great form of physical activity ata time when the whole world is looking for ways to increase the activity of youth and adults, and because they have the potential to contribute a great deal to the quality of life of the participants (Butler & Griffin, 2010). The concept of TGfU-based learning places more emphasis on student activity. Students are able to develop not only most of their psychomotor but also the affective and cognitive domains that are well developed. TGfU makes it easier for students to learn about games and practice techniques in the context of the game rather than being separate from the game (Griffin & Butler, 2005).

Team-Games-Tournaments (TGT) as one of cooperatife learning approach focuses on the output of cooperative work rather than individual work (Veloo & Chairhany, 2013). Key principles of cooperative learning are learning together and identifying the action from learning together (Ellerani & Gentile, 2013). Each student involved in the learning process has their responsibility and must cooperate with others to achieve the learning goal. Cooperation is efficient when group members are interdependent with regard to goal achievement (Lafont, Proeres, & Ecile, 2007). TGT type cooperative learning model can be used as a reference to improve students' affective aspects and further research is needed on the impact of using cooperative learning models on other elements such as student cognitive, empathy, responsibility, and emotional intelligence. Students that participate in cooperative learning programs developed based on certain social skills as learning goals, demonstrate skills social and attitudes towards group work shortly after the completion of the program increased (Marios & Evmorfia, 2009).

The research method used was quasi-experimental in the form of pretest-posttest group design with factorial 2 x 2. Experiments by experiencing and proving themselves something learned, which aims to find out whether a model is effective and efficient if applied somewhere (Fraenkel, Wallen, & Hyun, 2012).

Participants

The research subjects were four grader elementary school in Boyolali, Central Java children with 45 children consisting of 25 males and 20 females.

ISSN- 2394-5125 VOL 7, ISSUE 15, 2020

Procedure

The first step taken is to make various preparations from selecting and determining the research subject, choosing the material to be given, to making the design of learning models. The second step is giving a pre-test to see the students' initial conditions. The next step is to give treatment based on the learning model that is tested on different classes for male and female students. To see the development of responsibility after the application of the learning model, a final test (post-test) was conducted. To see the success rate of the two step learning model, both the TGfU experimental group and the TGT experimental group were compared. The stages in this study are as follows:

Preparation stage: Initial observation, including activities; (1) direct observation of the learning process, (2) determine the research subject and material/subject matter that will be developed in the learning model, (3) review the literature relating to the learning model used and analyze the concepts contained in the subject matter being discussed will be presented, and (4) determine the indicators that will be applied to assess the results of the learning model. The design of the learning model design, which integrates the results and analysis of concepts and indicators that will be used in the evaluation. The design of the learning model is arranged in the form of steps of learning activities, method approaches, media, evaluation tools used.

Implementation phase: Before the lesson begins students are given a behavioral contract in the form of a questionnaire that must be filled in regarding the components of responsibility, then the teacher explains the learning material that is in accordance with the teaching material, namely: game baseball, fireball, hand ball, soccer, traditional game betengan, Gobag Sodor, athletic relay race, and jump rope all the material is packaged in the learning syntax in accordance with the model tested. After the final lesson students are asked to fill out a questionnaire for self-reflection about the responsibility actions carried out during the learning process. A more complete explanation of the learning program is in the appendix. To remind students of daily responsibilities, researchers put up posters about the components of responsibility, namely: fellow respect, participation and effort, being independent, and helping others in student classrooms used as research samples.

Evaluation phase: To find out the learning outcomes obtained using the instrument of responsibility that has been tested and observations made by the teacher and observer. While the evaluation by students is to fill out a self-reflection questionnaire.

III. DATA COLLECTION AND ANALYSIS

The technique of data collection is to use observation by filling out the responsibility questionnaire that used in research of "Implementation Of the Personal and Social Responsibility Model to Improve Selft-Efficacy During Physical Education Classes for Primary School Children" (Hellison, 1995). The questionnaire is a and reliable checked by Cronbach's Alpha with score 0.921. To support this experiment, researcher use two groups to be compared and randomly drawn by differentiating gender. Data analysis techniques include reliability testing and analysis prerequisite tests. SPSS 20 is used as Data Processing Tool with ANOVA Analysis of 2 Univariate Factors.

IV. RESULTS

Analysis description of the preliminary and the final test level of students responsibility results conducted in class (Character Education Model based on the "Games" TGT and TGfU based) are presented in tabular form as follows:

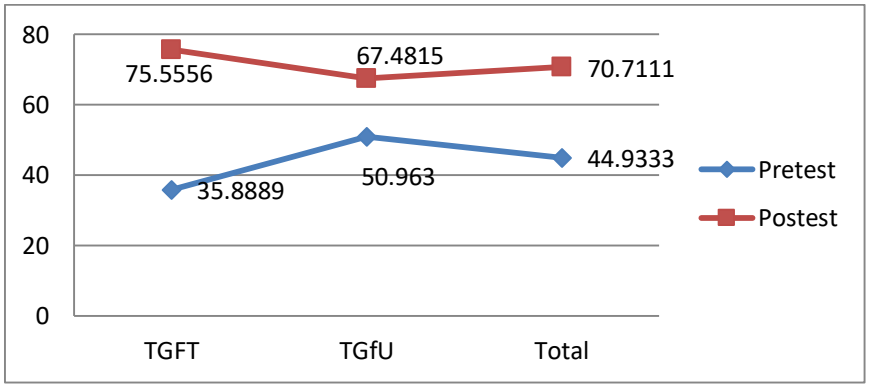

Fig. 1 Pretest and posttest graph results of the TGT and TGfU learning models

The table above is a descriptive statistical Pretest and Posttest for the TGT and TGfU methods. Based on the table, at the TGT pretest, the maximum is 43.00; the minimum is 29.00; the average is 35,889; with a standard deviation of 3,72415.

ISSN- 2394-5125 VOL 7, ISSUE 15, 2020

Based on the table above, at the TGT posttest, the maximum is 83.00; the minimum is 61.00; the average is 75.5556; with a standard deviation of 7.98692. Based on the table above, at the TGfU pretest, the maximum is 63.00; the minimum is 38.00; the average is 50.9630; with a standard deviation of 6.98615. Based on the table above, at TGfU posttest, the maximum is 75.00; the minimum is 47.00; the average is 67.4815; with a standard deviation of 5.51481

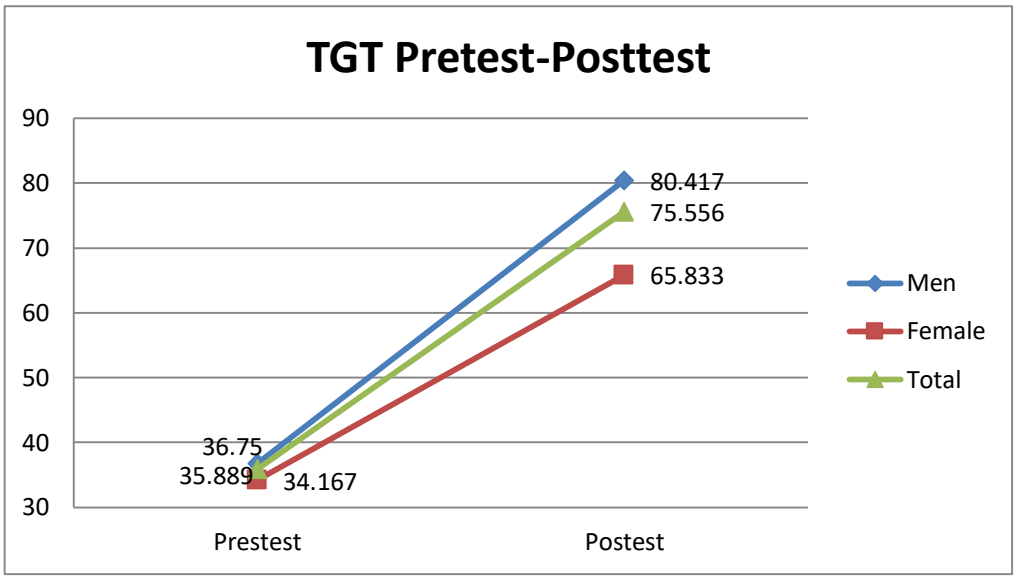

Fig. 2 Pretest and Posttest charts for the TGT Learning model in the Males and Females group.

The figure 2 is a descriptive statistic of the Pretest and Posttest for the TGT method in the Males and Females group. In the group of males: TGT pretest, the maximum is 43.0; the minimum is 31.0; the average is 36.8; with a standard deviation of 3,440. TGT posttest, the maximum is 83.0; the minimum is 72.0; the average is 80.4; with a standard deviation of 3,120. In the Females's group: TGT pretest, the maximum is 41.0; the minimum is 29.0; the average is 34.2; with a standard deviation of 3,970. TGT posttest, the maximum is 75.0; the minimum is 61.0; the average is 65.8; with a standard deviation of 5,040.

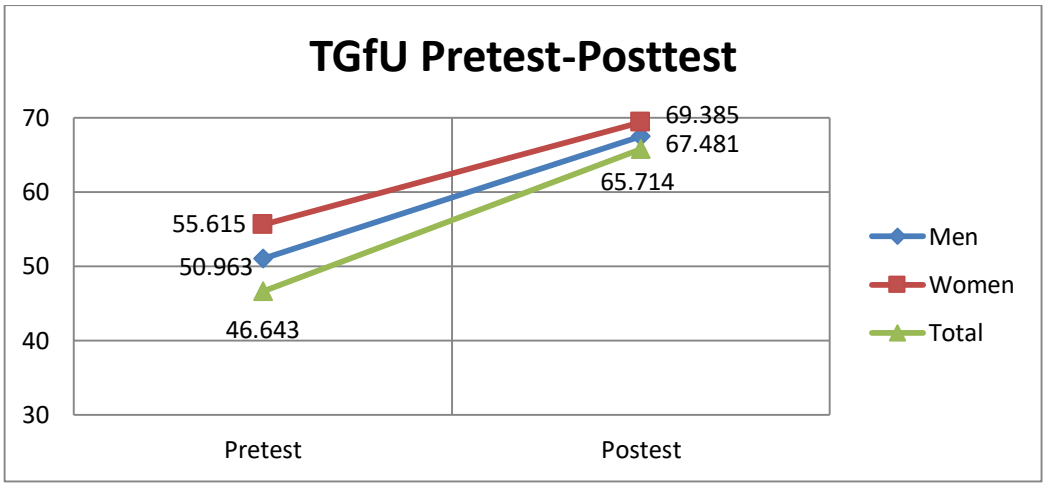

Fig. 3 Pretest and Posttest for the TGfU method in the Males and Females gender groups.

Figure 3 is a descriptive statistic of the Pretest and Posttest for the TGfU method in the male and female gender groups. In the Males's group, TGfU pretest, the maximum was 56.0; the minimum is 38.0; the average is 46.6; with a standard deviation of 4,330. TGfU posttest, the maximum is 75.0; the minimum is 47.0; the average is 65.7; with a standard deviation of 6,980. In the TGfU Females's group pretest, the maximum is 63.0; the minimum is 43.0; the average is 55.6; with a

standard deviation of 6,340.TGfU posttest, the maximum is 74.0; the minimum is 65.0; the average is 69.4; with a standard deviation of 2.360.

Table. 1 Test of Interaction Effect between TGT and TGfU Learning Models with Male and Female gender

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	1645,560[a]	3	548,520	24,087	,000
Intercept	198711,878	1	198711,878	8725,850	,000
Model	312,154	1	312,154	13,707	,001
Gender	298,966	1	298,966	13,128	,001
Model * Gender	836,437	1	836,437	**36,730**	**,000**
Error	933,684	41	22,773		
Total	227582,000	45			
Corrected Total	2579,244	44			

R Squared = ,638 (Adjusted R Squared = ,612)

The interaction between methods and gender can be seen from the table above. In the table, it can be seen that the interaction of the Method with Gender has an F value of 36.730 and the significance is lower than 0.05, which is 0.000. So it can be concluded that there is a significant interaction between the Method and Gender. This interaction can be seen graphically in the Figure below. The lines that are not parallel show that there is an interaction between the Method and the Gender.

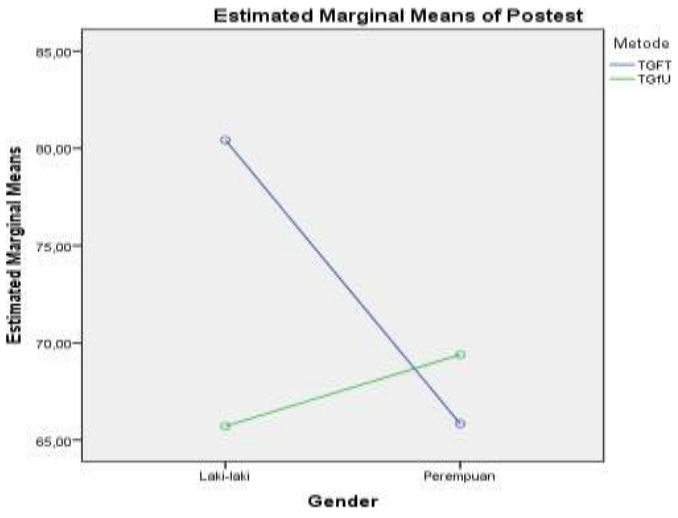

Fig. 4 Graph of Interactions between TGT and TGfU Learning Models with Gender Males and Females

Table 2 Descriptive Statistics of Interactions between Models and Gender

	TGfUM	TGTM	Total
Male	$\bar{x}$ = 65,714 SD = 1,275 N = 13	$\bar{x}$ = 80,417 SD = 1,378 N = 12	$\bar{x}$ = 146,131 SD = 2,653 N =25

Female	$\bar{x}$ = 69,385 SD = 1,324 N = 14	$\bar{x}$ = 65,833 SD = 1,948 N = 6	$\bar{x}$ = 135,218 SD = 3,272 N = 20
Total	$\bar{x}$ = 135,099 SD = 2,599 N = 27	$\bar{x}$ = 146,25 SD = 3,326 N = 18	

The table 2 is a descriptive statistical interaction between the Model (TGT and TGfU) with Gender. Based on the TGT Model, in the Males's group the average is 80.417; the standard deviation of 1.378; with a sample of 12 respondents, in the Females's group the average was 65.833; the standard deviation of 1.948; with a sample size of 6 respondents. Based on the TGfU Model, in the Males's group the average is 65.714; the standard deviation of 1.275; with a sample of 13 respondents, in the Females's group the average was 69.338; the standard deviation of 1.324; with a sample of 14 respondents.

V. DISCUSSION

Based on testing the hypothesis has resulted that the hypothesis is not tested for truth namely: (1). The first hypothesis proves that there is a significant difference from the effect of applying the Character Education Model Based on the Integration of Themed Games Integration by adopting the Teaching Games for Understanding Model (TGfUM) and the Character Education Model Based on the Integrated Themed Games Integration Cooperation by adopting Cooperative learning type Teams Games Tournament (TGT) towards increased responsibility (responsibility) of students in fourth grade elementary schools in Boyolali, Central Java with the calculated F value for the Learning Model is 13.707 with a significance value of 0.001 because the significance value is lower than 0.05 then the null hypothesis rejection rate is rejected, From the study conducted, the hypothesis is accepted. This is proven to be significantly significant that the TGTU and TGfU learning models, both of which are integrated with TPSR in Physical Education lessons can increase student responsibility, both individually and socially. From the results of this study, it was answered that the TPSR Character Education Model found by Hellison could be integrated with existing "Games" based learning models such as cooperative, or tactical. So it can be concluded that the TPSR is a process of teaching children's behavior specifically responsibility so that its existence becomes flexible and can be taught integrated with other learning models. (2). Proof of the second hypothesis states: there is a significant difference between the gender of male and female gender towards the responsibility of fourth grade students in elementary schools in Boyolali, Central Java in 2016. With the calculated F value for Gender 13,128 with a significance value of 0.001 because the significance value is lower than 0.05 then Ho is rejected. This shows that the hypothesis is accepted, thus it is concluded that the gender of men and women has the meaning of addressing their responsibilities differently. (3). Proving the third hypothesis which states: There is an interaction between the "Games" Based Character Education Model with Gender to increase student responsibility is also accepted, this can be seen from the F price of 36.730 and the significance is lower than 0.05, which is 0.000. This proves significantly that it turns out the attitude of student responsibility can be influenced apart from the application of learning models also with gender differences. The results obtained that the average male gender is more quickly form an attitude of responsibility with the physical education model themed cooperation game using TGT than female gender this can be seen from the average responsibility for men by 80.417 greater than for women who only has an average of around 65,833. On the other hand, for the physical learning model with the theme of understanding games using TGfU, the female gender is superior to the male gender. This can be seen from the average responsibility for men is 65.714 smaller than women who have an average of 69.3385.

Based on the results of data analysis from the research that has been carried out shows that the implementation of learning with the application of the cooperative-themed game model and the understanding-themed game model which are both integrated with the TPSR apparently affect increasing student responsibility. The greatest influence was found in the cooperative learning themed learning model on male students with an average count of 80.417, then followed by an understanding game learning model for women with an average count of 69.338. The female TGT learning model has an average count of 65,833. And then the smallest is for the TGfU male learning model the average count is 65.714. From the description above, it can be found that learning outcomes for female students tend to be more effective in using learning models with a theme of understanding that is integrated with TPSR because the characteristics of women prefer to communicate with peers, play groups and are less interested in open competition, and the majority of women do not understand how to do the skills and rules that exist in a game, so the teacher must provide opportunities and some time to understand females for the game to be implemented. Another case with males they prefer to learn with games that are openly competitive, more challenging with dominant physical activity. Sports games taught in schools require a lot of

movement skills and physical activity. Males are used to doing this whether they are playing with friends at home or school, or with their fathers. For this reason, gender differences should be noted by teachers in determining the learning methods used in teaching not only in terms of physical aspects, but more than that, the psychosocial aspects need to be considered as well.

VI. CONCLUSION

Males are more superior in Character Education Model Based on the Integration of TPSR with the Collaboration-themed Games (TGT) because males are used to playing games that involve large muscle movements in their daily lives. The majority of them already have experience of playing using open competition, so mastery of movement skills involving large muscles of males is better than females in terms of sports games. So psychologically males are better equipped to face competition in the game, so they are not too afraid of facing matches and feel more secure so that their emotions can be stable and adaptable. Females prefer to play a game that involves emotions such as houses, selling, playing with dolls, all of which involve verbal skills rather than movement skills in one of the sports, so they lack physical skills mastery that involves large muscles. That causes if directly competed make females less comfortable and have a high fear. For that, they must be given time to understand the movement skills and rules of the game to be performed. And the match is only used as a medium to show understanding of movement skills in games that are made into a Character Education Model Based on the Integration of Themed Games Integration by adopting the Teaching Games for Understanding Model (TGfUM) felt appropriate for the situation. From the discussion above it is assumed that by understanding the psychosocial characteristics of children in terms of gender perspective Physical Education teachers can choose the right learning model specifically aimed at shaping the character of responsibility.

Conflicts of interest

None

VII. REFERENCES

[1] Brizendine, L. (2006). Female Brain. New York: Beoadway Books.
[2] Bussey, K., & Bandura, A. (1999). Social Cognitive Theory of Gender Development And Differentitaion. Psychological Review, 676–713.
[3] Butler, J. I., & Griffin, L. L. (2010). More Teaching Games for Understading Moving Globally. Champaign: Human Kinetic.
[4] Cho-Soon, M. (2014). Status and Challenges Of Social Competence Education in Korean Sport Pedagogy. Japanese Society of Sport education coference. Tokyo.
[5] Duda, J. L. (2008). Journal of Applied Sport Editorial comment : Perspectives on gender roles in physical activity. Journal of Applied Sport Psychology, 3(1), 37–41. https://doi.org/10.1080/10413209108406431
[6] Dwivedi, A. V. (2017). Teaching Games for Understanding (TGfU). Research Starters Acade,Ic Topic Reviewer.
[7] Ellerani, P., & Gentile, M. (2013). The Role of Teachers as Facilitators to Develop Empowering Leadership and School Communities Supported by The Method of Cooperative Learning. Procedia - Social and Behavioral Sciences, 93, 12–17. https://doi.org/10.1016/j.sbspro.2013.09.144
[8] Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). How to Design and Evaluate Reseach in Education. New York: Mc. Graw Hill.
[9] Griffin, L. L., & Butler, J. (2005). Teaching Games for Understanding: Theory, Research, and Practice. Champaign: Human Kinetic. Retrieved from https://books.google.co.id/books?hl=id&lr=&id=3OmCjmk-MEoC&oi=fnd&pg=PR7&dq=Griffin+%26+Butler&ots=aehhwIpewD&sig=3YqYdC_WEKX-V3XxJ7stNYmf-_U&redir_esc=y#v=onepage&q=Griffin %26 Butler&f=false
[10] Hellison, D. (1995). Implementation Of the Personal and Social Responsibility Model to Improve Selft-Efficacy During Physical Education Classes for Primary School Children. International Journal Of Psycology and Psicological Therapy.
[11] Hellison, D. (2011). Teaching Personal and Social Responsibility (3rd ed.). Champaign: Human Kinetic.
[12] Hidayat, C., Mulyana, D., & Juhrodin. (2017). Effect of Cooperative Learning Model Team Game Tournament (TGT) Type Towards Student's Fitnest and Social Development. ALTIUS, 6(2), 72–84.
[13] Lafont, L., Proeres, M., & Ecile, C. (2007). Cooperative Group Learning in a Team Game: Role of Verbal Exchanges Among Peers, 33(10), 93–113. https://doi.org/10.1007/s11218-006-9006-7
[14] Lickona, T. (2009). Educating for character: How our schools can teach respect and responsibility. Bantam.
[15] Marios, G., & Evmorfia, M. (2009). The Effect of a Cooperative Physical Education Program on Student's Social Skill. University of Thessaly Journal of Applied Sport Psichology, 21(3), 356–364.
[16] Pan American Health Organization. (1994). Gender and Child Development.

[17] Panggrazi, R. P., & Dauer, V. P. (1992). Dynamic Physical Education For Elementary School Children (10th Editi). New York: Macmiland Publishing Company.

[18] Pill, S. (2002). Teacher Engagement with Teaching Games for Understanding - Game Sense in Physical Education. Journal of Physical Education and Sport, 11(2).

[19] Salamuddin, N., & Harun, M. T. (2011). The Effect Of The Intervention Program In Physical Education Classes On Students' Personal And Social Development. International Journal of Arts & Sciences, 4(11), 353–361.

[20] Syahrul, A., & Alfath, A. (2015). Violence Against Children Increases Sharply. Retrieved from https://www.viva.co.id/berita/nasional/655240-kpai-kekerasan-terhadap-anak-meningkat-tajam

[21] Veloo, A., & Chairhany, S. (2013). Fostering Students ' Attitudes and Achievement in Probability Using Team-Games-Tournaments. Procedia - Social and Behavioral Sciences, 93, 59–64. https://doi.org/10.1016/j.sbspro.2013.09.152