A Training for Strengthening Character Education Through Traditional Games Based on The Socratic Method for Teachers in Elementary School

**Lutfi Nur [a), Nandang Rusmana, Mesa Rahmi Stephani, Dodi Suryana,
Rangga Gelar Guntara, Krisna Sujaya, Rosarina Giyartini, Elis Solihati**

Universitas Pendidikan Indonesia, Bandung, Indonesia
[a)]Corresponding Author: lutfinur@upi.edu

Abstract
The educational process in the new normal era presents challenges for teachers in order to accelerate the increase in learning activities for students and achieve comprehensive and optimal education based on needs, as well as student development. One of the main focuses at the elementary school level is strengthening character education. The purpose of this article is to conduct training on the application of strengthening character education through traditional games based on the Socratic Method for teachers in elementary schools in Tasikmalaya. The implementer of this community service program were lecturers of UPI Tasikmalaya Campus. The method of implementing the service was carried out through several stages, namely Focus Group Discussion (FGD), seminars/training, workshops, and mentoring as well as supervision and evaluation. The research was located in Tasikmalaya, while the target was teachers in elementary schools. The results of this activity were obtained by the teachers regarding the strengthening of theory and practice (planning, implementation, evaluation) of traditional games that were integrated with the Socratic Method in an effort to develop character values in students. The teachers responded well to this learning innovation as a form of increasing their competence. The implication of this activity is that teachers are expected to be able to apply their knowledge to students in their respective schools.
Keywords: Training, character education, traditional games, socratic method, primary school

INTRODUCTION

The COVID-19 pandemic has had an impact on the teaching and learning process which leads to an online system (Handarini & Wulandari, 2020; Lestari, Heryani, & Dewi, 2022; Nur et al, 2022). Learning from home has become a challenge that requires recovering resources to rebuild learning activities (Mulyono et al, 2021). This is related to the restriction of school activity that has impacted more than 94% of the world's student population (Pokhrel & Chhetri, 2021). Learning through an online system has an impact on teachers because it limits teachers in providing material and disrupts the learning process. The material could not be completed and the assessment process would not be optimally conducted. As a result, the expected learning objectives could not be gained maximally (Sari, Tusyantari & Suswandari, 2021).

The reopening of schools after the restrictions might create challenges for school stakeholders to create new standard operating procedures and make innovations regarding the implementation of alternative education systems and assessment strategies (Pokhrel & Chhetri, 2021). Successful and effective learning activities depend on the creativity of the teacher in providing material and practice questions for students (Dewi, 2020). During the Pandemic, teachers are required to maximize their creativity with different learning innovations (Iftiyah, 2021).

Learning is the result of memory, cognition, and metacognition that affect understanding. Teachers must be able to modify the information so that it can be received by the students appropriately and thoroughly. Teaching skills are not easy. Teachers need to have qualified teaching skills so that students can learn and be involved so the learning objectives could be achieved (Rombot, 2020). Basic teaching skills are special skills (most specific instructional behaviors) that must be possessed by teachers in order to carry out teaching tasks effectively, efficiently, and professionally (Gilcman, 1991). From the observation, it could not be found a community service that has improved teacher teaching skills through training in the application

Lutfi Nur [a)], Nandang Rusmana, Mesa Rahmi Stephani, Dodi Suryana,
Rangga Gelar Guntara, Krisna Sujaya, Rosarina Giyartini, Elis Solihati

of character education through traditional games that are integrated with the Socratic Method as the main analyzing tool.

The Socratic Method is a teaching method that optimizes the use of questions and answers to invite discussion about assumptions, finding the contradictive values between two very opposite things, and leading to new knowledge and wisdom (Macdonald, 2009; Seeskin, 2016). The positive contribution of the Socratic Method is in improving writing skills (Etemadzadeh, Seifi & Far, 2013); cognitive behavior (Heiniger, Clark & Egan, 2018); competence, achievement, and student satisfaction in teaching and learning activities (Fisher & Machirori, 2019); and the Socratic Method can optimize the learning process in all subjects in elementary schools (Rusmana, Suryana & Utama, 2019). Rusmana (2020) explains that the learning implementation using a traditional game based on the Socratic Method involves four steps, they are: a) Experience; b) Identify; c) Analyze, and d) Generalize.

Character education has recently become a central issue in Indonesia. This is reinforced by Nawacita President who is committed to building a character revolution and focusing on human resource development. In addition, government policy through the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 20 of 2018 concerning strengthening character education in formal institutions. The government has permitted limited face-to-face meetings in school, thus, the first focus during the beginning of the semester is the formation of character education for students, because character education will be optimally gained through direct practice (Ginanjar, 2021).

Traditional games can be interpreted as a playful activities carried out by children from ancient times to the present by using predetermined rules in order to gain joy. Traditional games contain values and benefits and can have a positive influence on students (Nur, Halimah & Nurzaman, 2017). Traditional games are observed to be the right media to be applied to elementary school students, as children are interested in playful activities. In addition, today's phenomenon shows only a limited number of children playing traditional games and this might lead to cultural decline (Wulansari, 2017; Nur & Asdana, 2020). Therefore, through the implementation of traditional games in elementary school, students are indirectly introduced to the culture of local wisdom. This is also an effort to overcome the impact of globalization, especially on elementary school children. In addition, efforts to preserve the culture of local wisdom are a reflection of the character of a nation. Thus, an effort to strengthen character education through traditional games is very important to do to realize the goal of national education, having character and being cultured. This is in line with the mandate of the Republic of Indonesia Law no. 5 of 2017 concerning the promotion of culture as a serious response as a legal basis in an effort to preserve the cultural values, character, and identity of the Indonesian people.

In West Java Province, the results of the Priangan case study (Yusup, 2018) it was found difficulty related to teachers' pedagogical competency in implementing learning activities using lecturing, practicum, and discussion methods. Besides, the low performance of teachers in the eastern Priangan region is. The teacher's low performance is related to the ability to plan and implement and assess learning activities (Sujaya, 2012). The condition of elementary school teachers who teach in East Priangan is still in low performance (Sobirin, 2012).

Contribution to convey scientific ideas along with constructive solutions to deal with the impact of the COVID-19 pandemic requires relevant community service activities, especially in cross-disciplinary studies so that policy dichotomy can be minimized (Wardhana, 2020). It is the responsibility of the state to facilitate the continuity of schools for all education stakeholders to plan, prepare, and overcome the recovery of students after the COVID-19 pandemic, to reduce learning losses (Iftiyah, 2021). To overcome these problems, the authors have facilitated the improvement of teacher skills in the new normal era in Tasikmalaya (part of eastern Priangan) through a training program by applying a character education model based on the Socratic Method.

Thus, this community service program is focused on the application of a Socratic-based character education model in improving teaching skills and strengthening student character education to adapt to this new normal era.

METHOD

This community service program activity was carried out through an online and offline approach. The theoretical material was employed online while practical activities were conducted offline. In detail, the service activity was done in several stages (Jatiningsih, et al., 2021), they are:

▪ Focus Group Discussion. This activity is intended to formulate detailed and deeper problems faced by participants concerning teaching students, especially in strengthening character education.

▪ The training/seminars intended to deliver the substance of the activities accompanied by demonstrations for their realization, training in developing the ability of participants to develop simple sentences and writings based on logical thinking.

▪ Workshops and mentoring were used to develop teacher skills in practicing the Socratic Method-based character education through traditional games. This activity was followed by a simulation for further discussion until the teachers had a comprehensive understanding of the concepts and procedures. This activity was a community service training activity that was developed based on scientific theories.

▪ Supervision and evaluation were employed as a follow-up of the FGD activities, training/seminars, and workshops as well as mentoring. Through this method of supervision and evaluation, it was expected that the knowledge/experience that has been gained by the teachers will be tested on the students in their schools as a form of real practice for elementary school students.

RESULTS AND DISCUSSION

During the COVID-19 pandemic, there were various obstacles regarding the online learning system, in terms of human resources, implementation arrangements, curriculum, and learning facilities (Wulandari and Agustika, 2020). An obstacle caused by human resources was ineffective learning interactions (Muninggar, et al., 2021). In addition, other obstacles might be derived from the incapability of parents/guardians of students to operate chatting application (WhatsApp) or the unavailability of smartphones to support online learning, as well as network troubles (Setyowahyudi and Ferdiyanti, 2020). Those factors contribute to continuous learning loss experienced by students, teachers, and parents during the learning activities. Therefore, to avoid learning loss, sufficient teaching skills are needed to be mastered by teachers (Pratiwi, 2021).

Teachers are an educational ecosystem that has an important role in implementing and strengthening character education in schools. Various roles can be realized in strengthening students' character education, for example, a role as a facilitator (Agung, 2017). In the concept of independent learning, teachers and schools are no longer the center of learning activities, but rather are students' supporters and facilitators. Implicitly, the role of this teacher facilitator allows the creation of various strengthening character education activities that can be carried out by students according to their interests and talents. Students will not feel forced to take part in activities, instead, they feel encouraged because they are given space to demonstrate their talent and interest (Agung, 2017).

Strengthening Character Education is an educational movement in schools through the harmonization of the heart (ethics), taste (aesthetics), thought (literacy), and sports (kinesthetic) with the support of public involvement and collaboration between schools, families, and society. The five main values of strengthening character education are Religious, Mutual Cooperation, Nationalism, Integrity, and independence (Kemdikbud, 2021). Lickona (1991; 2004) claimed that moral and character degradation that leads to national destruction is indicated by violence, massive corruption, the use of bad language, radicalism and fundamentalism, criminal acts, desecration of national symbols, and a decline of community cohesion.

The activities carried out consisted of several sessions, including the FGD session which was carried out with in-depth and theoretical discussions related to teaching services in strengthening character education. The results are then presented in seminars in the provision

of material related to the realization of the planned activities that have been prepared. The second session was a practical workshop and mentoring for participant teachers. This session was conducted to give a clear picture of teachers' understanding of the implementation of Socratic-based traditional game activity. The activity was carried out at the UPI Tasikmalaya campus, taking the setting of classrooms and the outdoor area around the campus such as the volleyball court and basketball court. The seminar session was conducted in classrooms, while practical activities were carried out in arenas that have been set up as game posts. Each post contained one mission to complete one game, then the last activity was a reflection session based on the Socratic Method. A total of 10 committee members and 20 participants took part in the activity from 08.00-16.00 WIB for two days.

The implementation of teaching activities using the Socratic Method based on traditional games involved four steps of core activities: a) Experience; b) Identify; c) Analyze, and d) Generalize. The stages of activities carried out include:

- Experience phase or also known as the action phase is a phase for teachers to implement learning activities that facilitates students to express their action that leading to the character implementation existed in each traditional game based on the predetermined scenario.
- The identification phase is the phase where the teachers carry out the process of identifying and reflecting on experiences during the learning process. In this phase, students or group members are asked to reflect or look into themselves what is the connection between the game and the character or attitude that should appear. At this stage, students are invited to express their thoughts and feelings related to the experimental process. The thoughts and feelings expressed by students represent the psychological conditions and problems they might face.
- Analyzing is a phase in which students are invited to reflect and think about the relationship between the game and their feeling during the game practice. So that it can be used to make self-improvement.
- Generalisation is a phase in which students are invited to make plans to improve their weaknesses. The improvement plan can be realized in another game or the next lesson. Then, traditional games are used as the implementation media based on the Socratic Method.

First Day

The program was started with opening remarks by Prof. Dr. H. Nandang Rusmana, M.Pd., and Dr. Lutfi Nur, M.Pd., M.M., and through the parallel session they explained the background in depth related to the implementation of the activities. After that, an ice-breaking activity was carried out to get to know each other's names and the origin of the school. The initial ice-breaking activities were games that could be implemented in elementary school during the learning activities. After that, participants were divided into 4 groups or 5 people in each group. Each group named their group based on the members' mutual agreement and they also created their group chants. The theoretical material was conducted through question and answer method, discussion, performance, group notes, and reflections to explore more what teachers have gone through in schools, especially with character learning, both in terms of students' backgrounds, methods, and learning techniques used, as well as the perceived difficulties in implementing character education in schools.

On the first day, character learning that can be implemented in daily life was also presented.

Table 1. Character Values in Traditional Game

Traditional Game	Moral Character	Performance Character
Gobak Sodor	Caring, honest, tolerant, **teamwork**	Hard-working, democratic, **intelligent,**

Lutfi Nur ^{a)}, Nandang Rusmana, Mesa Rahmi Stephani, Dodi Suryana,
Rangga Gelar Guntara, Krisna Sujaya, Rosarina Giyartini, Elis Solihati

Traditional Game	Moral Character	Performance Character
		tough
Boy-Boyan	Caring, honest	Hard-working, disciplined, **tough**
Engklek/ engkak		Hard-working, nationalist, **tough**
Bentengan	Honest, friendly/ communicative, **teamwork**	Religious, disciplined, peace-loving, **tough**
Gatrik	Friendly/ communicative	Discipline, peace-loving
Balap karung	Caring	Responsible, independent, **tough**
Egrang	**Teamwork**	Discipline, hard-working, independent, curious, **tough**
Pecle	**Friendly/ communicative**	Hard-working, **tough, disciplined**
Tarik tambang	Friendly, teamwork, caring	**Tough, hard-working**

Source : Witasari, Oki & Wiyani, Novan Ardy. (2020); Ramadhani (2018).

Second day

The activity began with direct instruction in the field according to the groups that had previously been formed. Each group has its unique name and chants. Traditional games performed at each post included ice breaking, warm-up, joint exercise, shell stilts (*Egrang Batok*), bamboo stilts (*Egrang Bambu*), clogs (*Bakiak*), running and relay (*Estafet Balok*), sack racing (*Balap Karung*), hopscotch (*Engklek*), fish nets (*jarring-jaring*), *gatrik*. Each group completes a mission to complete the traditional games performed in each post.
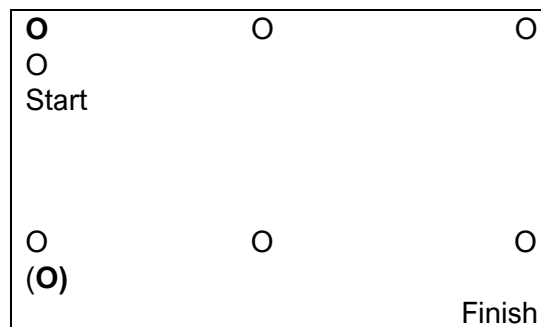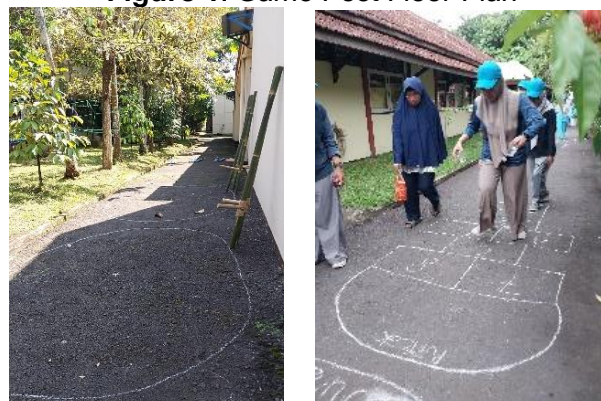

Figure 1. Game Post Floor Plan

Figure 2. Egrang (stilts) and Engklek (hopscotch) Post Samples

Lutfi Nur [a), Nandang Rusmana, Mesa Rahmi Stephani, Dodi Suryana,
Rangga Gelar Guntara, Krisna Sujaya, Rosarina Giyartini, Elis Solihati

Figure 1 presents the floor plan of the traditional games. The game is started at big O (the starting point) and ended at the final point (**o**). Meanwhile, figure 2 presents the example of a traditional game post called Egrang (stilts) and Engklek (hopscotch). The picture of *Egrang* post (left side) shows a circle drawn with chalk. Each group goes around the circle using *Engrang* (bamboo sticks). Some of the participants faced difficulties in keeping their balance while standing with Egrang, they forgot the technique of balancing the body on the stilts. Figure 2 is an example of *Engklek* game post. To start this game, a *hompimpah* is done to determine the order of the participants. The game in the post is said to be successful if a winner is obtained, then the participant continues to the next post.

Benefits and Challenges of the Implementation

This training activity received facility support from UPI Tasikmalaya Campus and school partners. However, there were several challenges faced such as the limitation of people involved on the committee of this program. To overcome this, the committee created flexible activity schedules. Another challenge was that the participants did not understand the contents of the service implementation plan provided so it required repeated practice and adjustment to the schools' learning schedule.

CONCLUSIONS AND RECOMMENDATIONS

The process of character-based education training activities for classroom teachers in elementary schools can run well based on what has been planned before the day. Participants have gained additional information and skills in the learning process through various activities. This activity began with providing theoretical understanding by presenting basic education issues and problems as well as some efforts to handle them, and explanations of the learning evaluation plan. Then it continued by fostering student character with the Socratic Method through activities of Javanese traditional games which were carried out with the active participation of all participants. The teacher's response in this activity was very good, it was shown that there was a suggestion for a follow-up activity that is routinely and comprehensively conducted for teachers on a wider scale. The participant teachers revealed that through this training, they were more prepared to carry out learning using traditional games based on the Socratic Method for elementary students.

This training is expected to have a continuous impact on teachers and society in general. The trained teachers are expected to be the trainer for their colleagues in their schools either through teacher working groups, or a small-scale professional association so that the knowledge and information could be well spread and give more beneficial impacts on the development of education in Indonesia.

ACKNOWLEDGMENTS

REFERENCES

Agung, I. (2017). Peran Fasilitator Guru dalam Penguatan Pendidikan Karakter (PPK). Perspektif Ilmu Pendidikan. 31, (2).

Dewi, W. A. F. (2020). Dampak Covid-19 terhadap Implementasi Pembelajaran Daring di Sekolah Dasar. Edukatif. 2, (1).

Etemadzadeh, A., Seifi, S., & Far, H. R. (2013). The role of questioning technique in developing thinking skills: The ongoing effect on writing skill. Procedia-Social and Behavioral Sciences, 70, 1024-1031.

Fisher, R. L., & Machirori, T. L. (2019). Belonging, achievement and student satisfaction with learning: The role of case-based Socratic Circles. Innovations in Education and Teaching International, 1-11.

Gilcman, A. (1991). Keterampilan Dasar Mengajar Guru. Rineka Cipta.

Ginanjar, D. R. (2021). Dampak Pembelajaran Daring terhadap Karakter Peserta Didik di Sekolah Dasar. Akademia Pustaka.

Handarini, O. I., & Wulandari, S. S. (2020). Pembelajaran daring sebagai upaya study from home (SFH) selama pandemi covid 19. Jurnal Pendidikan Administrasi Perkantoran (JPAP), 8(3), 496-503.

Heiniger, L. E., Clark, G. I., & Egan, S. J. (2018). Perceptions of Socratic and non-Socratic presentation of information in cognitive behaviour therapy. Journal of behavior therapy and experimental psychiatry, 58, 106-113.

Iftiyah, M. (2021). Membangun Kreativitas Guru dengan Inovasi Pembelajaran di Masa Pandemi Covid-19. Semnas Pendidikan PPs Universitas PGRI Palembang.

Jatiningsih, O.; Habibah, S. M.; Adi, Agus Satmoko, Suyanto, T.; dan Warsono. Penguatan Kemampuan Berpikir Logis pada Guru-Guru PPKn di MGMP Magetan. Jurnal Abdi, 7, (1).

Kemdikbud. (2021). Gerakan Penguatan Pendidikan Karakter (PPK). Kemdikbud.

Lestari, L., Heryani, H., & Dewi, S. W. R. (2022). Education of Covid-19 Preventive and Promotive Efforts Through BUSADICOV. ABDIMAS: Jurnal Pengabdian Masyarakat, 5(1), 1474-1479.

Lickona, T. (1991). Educating for character: How our schools can teach respect and responsibility. Bantam.

Lickona, T. (2004). Character matters: How to help our children develop good judgment, integrity, and other essential virtues. Simon and Schuster.

Macdonald, J. (2009). How to... Use questioning to enhance learning. Education for Primary Care, 20(5), 408-409

Mulyono, Y., Nasir, M., Satria, A. A., Suranto, S., & Yuliarti, Y. (2021). Media Komunikasi Dalam Pembelajaran Online Pada Masa Pandemi Covid-19. Dharma Duta, 19(01), 78-106. Nikmah, S. (2012). Penggunaan Metode Permainan dalam Pembelajaran IPA untuk Meningkatkan Aktivitas dan Hasil Belajar Siswa Kelas IV Sekolah Dasar Negeri 11 Sungai Melayu Rayak: Artikel Penelitian. Fakultas Keguruan dan Ilmu Pendidikan. Universitas Tanjungpura: Pontianak.

Muninggar, A. M., Nugroho, F. A., Hadi, D. A., & Umayah, L. (2021). Dampak Disrupsi Pendidikan Karena Pandemi Covid-19 Di SMA Muhammadiyah 2 Pemalang. Buletin Literasi Budaya Sekolah, 3(1), 65-76.

Nur, H., & Asdana, M. F. (2020). Pergeseran Permainan Tradisional Di Kota Makassar. Phinisi Integration Review, 3(1), 17-29.

Nur, L., Halimah, M., & Nurzaman, I. (2017). Permainan Tradisional Kaulinan Barudak untuk Mengembangkan Sikap Empati dan Pola Gerak Dasar Anak Usia Dini. Jurnal PAUD Agapedia, 1(2), 170-180.

Nur, L., Mashudi, E. A., Pingon, L., & Budiman, A. (2022). Welcoming The Provincial Sports Week: Self-Management Training to Improve Physical Activity and Fitness of Tasikmalaya Futsal Athletes During The Covid-19 Pandemic. ABDIMAS: Jurnal Pengabdian Masyarakat, 5(1), 2059-2065.

Pokhrel, S. & Chhetri, R. (2021). A literature Review on Impact of Covid-19 Pandemic on Teaching and Learning. Higher Education for the Future. 8, (1).

Pratiwi, W. D. (2021). Dinamika learning loss: Guru dan orang Tua. Jurnal Edukasi Nonformal, 2(1), 147-153.

Ramadhani, Arie. (2018). Identifikasi Nilai-nilai Pendidikan Karakter Dalam Permainan Anak Tradisional Prosiding Seminar Nasional IPTEK Olahraga. Hlm. 6-10.

Rombot, O. (2020). Blended Learning: Apakah mungkin dilakukan di Tingkat Pendidikan Dasar? Diakses dari: https://pgsd.binus.ac.id/2019/12/22/blended-learning-apakah-mungkin-dilakukan-di-tingkat-pendidikan-dasar/

Rusmana, N. (2019). Konseling Kelompok bagi Anak Berpengalaman Traumatik. Bandung: UPI Press.

Rusmana, N., Suryana, D., & Utama, A. (2019) Collaborative Action Research Application of Socratic Methods in Learning in Primary School. International Journal of Innovation, Creativity and Change, 5(5). 501- 514.

Sari, R.P., Tusyantari, N.B., dan Suwandari, M. (2021). Dampak Pembelajaran Daring bagi Siswa Sekolah Dasar Selama Covid-19. Prima Magistra. 2, (1).

Seeskin, K. (2016). Dialogue and discovery: A study in Socratic method. SUNY Press.

Setyowahyudi, Rendy; Ferdiyanti, Tiara. 2020. Keterampilan Guru PAUD Kabupaten Ponorogo dalam Memberikan Penguatan Selama Pandemi Covid-19. Jurnal Golden Age. 4, (1).

Sobirin. (2012). Faktor-faktor yang mempengaruhi Kinerja Mengajar Guru Sekolah Dasar. Jurnal Administrasi Pendidikan. (14), 1.

Sujaya, K. (2012). Kontribusi Kepemimpinan Kepala Sekolah, Budaya Sekolah, Kinerja Guru dan Pendanaan Sekolah Terhadap Produktivitas Sekolah. (Skripsi). Universitas Pendidikan Indonesia.

Undang-Undang Republik Indonesia Nomor 5 Tahun 2017 Tentang Pemajuan Kebudayaan.

Wardhana, Dharendra. (2020). Kajian Kebijakan dan Arah Riset Pasca-Covid-19. The Indonesian Journal of Development Planning. 4, (2).

Witasari, Oki dan Wiyani, Novan Ardy. (2020). Permainan Tradisional untuk Membentuk Karakter Anak Usia Dini. Journal of Early Chilhood Education and Development. 2, (1) hlm. 52-63

Wulandari, A., & Agustika, G. N. S. (2020). Dramatik Pembelajaran Daring Pada Masa Pandemi Covid-19. Mimbar PGSD Undiksha, 8(3), 515-526.

Wulansari, B. Y. (2017). Pelestarian Seni Budaya Dan Permainan Tradisional Melalui Tema Kearifan Lokal Dalam Kurikulum Pendidikan Anak Usia Dini. Jurnal INDRIA (Jurnal Ilmiah Pendidikan Prasekolah Dan Sekolah Awal), 2(1).

Yusup, I. R. (2018). Kesulitan Guru pada Pembelajaran Biologi Tingkat Madrasah/ Sekolah di Provinsi Jawa Barat (Studi Kasus Wilayah Priangan Timur). Bioeduin. 8, (2).