



## The Improvement of Social Care Character Through Puzzle Cards Game

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### Abstract

Social caring value is one of the values in character that is very important to teach to children. The problem in this study is the decreasing level of concern for others, and less responsiveness when someone needs help. This study aims to determine whether there is an influence in increasing the value of socially caring characters through puzzle card games. The actions or treatments carried out by the researcher are 11 treatments with a total sample of 32 children aged 5-6 years. In this study, the researcher uses a quantitative research approach and the method is the experimental method. The application of this puzzle card game begins with giving a puzzle card and then the next step can be an experiment or you can also directly ask questions with the children. The result of the study is the value of sig 2 tailed is  $0,000 < 0,05$ . It means that there are significant differences between the results of the pretest and posttest data. The average increase in character building of social caring value for children aged 5-6 years is 128.84 increased to 151.91, meaning that there is an increase in the average score of 23.07. Based on the results of this study indicate that puzzle card games can improve the character of social care in children aged 5-6 years in RA Al-Islam Mangunsari 02 Semarang, which before being given action has an average of 128.84, increasing to 151.91.

### How to Cite

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## INTRODUCTION

In Law No. 20 of 2003 article 3, national education functions to develop and shape the dignified character and national civilization in order to educate the life of the nation, with the aim of developing potential students to become human beings who believe and fear the Almighty, noble, healthy, knowledgeable, creative, independent, and a democratic and responsible citizen. The national education goals stated in the law state that the government aims to develop the potential of students by developing and shaping the character of students to become human beings who believe and fear the Almighty God and not forget other aspects such as responsible, creative attitude, independent, noble, and knowledgeable.

Early childhood education is the main and first education for children, where children at that time get everything that can help in the process of development and growth from outside themselves in the form of stimulation or stimuli and values that are useful for their lives. Childhood is the right time to provide stimulation or stimulation that is good for children. This is in line with the opinion of Rakimahwati (2014) saying that the process of character building through education that starts in adulthood can have a good effect, but character building from an early age is much better. Basically, every human being has the potential to characterize according to the circumstances at birth, but in the course of his life, every human being then requires a long process in character formation and begins at an early age. The most appropriate period for developing children is during the golden age. Sobarna and Hakim (2017) state that at the age of 0-6 years old, the brain develops very fast up to 80 percent and this is a period in which the physical, mental and spiritual child begins to form. Therefore, the golden age is the right time to instill character values which are expected to shape his personality. This is reinforced by the opinion of Zubaedi (2011) that character education should be done as early as possible.

The problem found by researchers in the field is children still do not have social caring character. This is in line with Nurhayati (2014) stating that there is a phenomenon of deteriorating national character in the country, especially the weak character education in continuing the noble values of the Indonesian people. The problems most researchers often encounter in the field such as there is a friend who spills food or drinks at lunchtime. Usually, the teacher who will help to clean it. No initiative has emerged from

his friend such as by taking a tissue or helping to lift his friend's bag from spilled water. Usually, children do not have the initiative to help their friends who are in need of help. Another example that the researcher founds on the field is when a classmate fell. The thing that happens is usually the child will just look at the direction of his friend who fell in pain. After the teacher helps the child, then the other children join together to see what is happening. Those are some example of the problem that became the background in this study. In other similar studies namely Andriani (2012) said that traditional games can shape the character of children, honesty, sportsmanship, perseverance, and mutual cooperation. Through traditional games, the fact can develop character values in children.

Departing from the problem and the facts that have been explained, the researcher will raise the title of improving social caring character through the game of puzzle cards in kindergarten. Increasing the character of social care through puzzle cards is expected to be the right choice for children's character education. The advantage of this puzzle card media game itself is that it can train teachers to think creatively, how to convey it through various methods to make learning activities fun. The puzzle card media has a size that is quite large and has interesting illustrations so that children are eager to receive learning. This is in line with Fadlillah (2016) educational games can improve character values in early childhood through fun activities. In the research, Fadlillah raises the title of planting character values in early childhood through educational games. Based on Fadlillah's research, it is said that there is an increase in character after learning with the method, the researcher also emphasizes that learning should be done with interesting media and pleasant atmosphere. Social caring character is a character that emphasizes the development of empathy, sympathy, and concern with others. Improving the character of social care through the puzzle card game is good because through this media aims to develop character values that exist in a more communicative way. There is a question and answer process conduct by educators and students. It is expected that educators can understand better what is needed by students and students can obtain knowledge to the fullest. An education must also be fun so that children like the educational process.

## METHOD

The research method is quantitative rese-

arch with an experimental approach. The research design is Pre-Experimental Design with the type One Pretest-Posttest Design. The subjects of this study are children of the B1 group aged 5-6 years at RA Al Islam Mangunsari 02 Semarang consisting of 32 children. The method of data collection in this study is a Likert scale. Data from this study are then analyzed using the Paired Sample t-test statistical test with the help of SPSS 16.0.

## RESULTS AND DISCUSSION

This research is conducted on April 9 to May 4, 2018, which is held at RA Al Islam Mangunsari 02 Semarang. The treatment in this study is carried out 11 times. Before being given treatment, the researcher first gives a pretest. The treatment given using puzzle cards is done 11 times with various methods of delivery. The method used in delivering this puzzle card is like storytelling, science experiments, role-playing, and discussion. Posttest is done after the treatment is completed. Giving the pretest and posttest aims to determine the level of character change experienced by each child.

Character is a habit that has been imprinted in the soul of every human being and is difficult to eliminate. The dependent variable in this study is social caring character. Social care is an attitude that always wants to help ease the burden of others raised through empathy and compassion and is usually grown from the interaction between individuals. This is in line with Masrukhan (2016), social care is an attitude that grows from human interaction that has a sense of affection and empathy so that humans have an awareness to help others in need. A social relationship prioritizes how social interactions are established between individuals. Whether an interaction is well intertwined or social interaction is badly interwoven, it will greatly affect social relations going forward. In children the best way that they can have a good social relationship is through playing activities.

Playing is a learning tool for children in which there are many elements of learning for children. Mukminin (2015) stated that in adulthood, school is an institution where students get the education and are taught lessons by the teacher. When children are in the learning process they should be supported by pleasant conditions. Something fun can make a child more optimal in learning. This is in line with what is revealed by Harlock (1978) saying that there are eleven influences from play activities. The eleven influences are; physical development, encourage-

ment of communication, distribution of pent up emotional energy, distribution of needs and desires, sources of learning, stimulation for creativity, development of self-insight, social learning, moral standards, learning to play according to gender roles, development of desired personality traits. In addition to this, Santrock (2007) reveal that playing can help children master anxiety and conflict. Based on the researcher review, playing activities have a very large influence on the development of children. So, the researcher raises the game media as the subject of research.

The game that the researcher uses in this study is a puzzle card game to improve the character of social care in early childhood. The puzzle card game is a game that uses cards as a medium. In the card, there are illustrations that the child must solve the problem in the illustration. Through this game, children are trained to dare to think and of course think about how to solve problems in the puzzle card. This is in accordance with Jumini (2015) the character of social care can be done through the learning process in kindergarten by using several methods including the question and answer method, travel works, socio-drama, conversations, and storytelling methods. Based on these opinions, the researcher has the same thought to raise the learning method by including the method of conversation, storytelling, role-playing, question and answer, and experimentation as a method of delivering the game.

Normality test is a way to measure whether the data has a normal distribution or not in this social caring character study. Data can be said to be normal if the Sig. on Kolmogorov Smirnov more than  $\alpha$ . The used  $\alpha$  value is 0.05. Based on the data from the normality test shows that the value of Sig. (2-tailed) pretest shows a score of 0.932 and the value of Sig. (-tailed) posttest shows a score of 0.540 which means the score is normally distributed because the value exceeds 0,05 ( $\alpha$ ).

The Table 1 shows that the data from the descriptive analysis of character-building of social caring children aged 5-6 years respondents. The data shows that the number of respondents (N) is 32 children. The average (Mean) value for the pretest respondents is 128.84 and the average (Mean) for the respondent's posttest value is 151.91. The median value for the pretest respondents is 129.00 and the median value for the posttest respondents is 152.00. The minimum value of the pretest respondents is 124 and the minimum (Minimum) value of the posttest respondents is 133. The biggest value (Maximum) of the pretest respondents is 135 and the biggest

**Table 1.** Descriptive Analysis of Pretest and Posttest Data

Data	N	Mean	Median	Mode	Range	Minimum	Maximum
Pretest	32	128.84	129.00	127	11	124	135
Posttest	32	151.91	152.00	152	33	133	166

**Table 2.** The Result of Paired Sample t-Test Calculation

Pretest-Posttest	Paired Differences			
	Mean	Std.Deviation	t	Sig.(2-tailed)
	-23.062	5.814	-22.439	.000

value (Maximum) of the posttest respondents is 166. After the discussion of descriptive analysis, the following is the result of a different test of two means between pretest and posttest data using the Paired Sample t-test. The two difference test on average is done to determine the difference in character values of social care of children before and after being treated with puzzle card games.

$H_0$  is rejected and  $H_a$  is accepted if the probability value (sig 2 tailed)  $< 0.05$ . In the results above, the probability value (sig 2 tailed) is  $0,000 < 0,005$ , so the result  $H_a$  is accepted and  $H_0$  is rejected.  $H_0$  is accepted and  $H_a$  is rejected if  $(-t \text{ table} \leq t \text{ count} \leq t \text{ table})$  and,  $H_0$  is rejected and  $H_a$  is accepted if  $(t \text{ count} < -t \text{ table} \text{ or } t \text{ count} > t \text{ table})$ . Based on the results of t-test calculations obtained by the value of  $t\text{-table} > t \text{ count} > t \text{ table}$  is  $(-2,042 > -22,439 \text{ or } 22,439 > 2,042)$ , with sig =  $0,000$ , so  $H_0$  is rejected and  $H_a$  is accepted. That means there is a significant difference in the level of education of social caring character value for children aged 5-6 years after being given the treatment of puzzle card games. This significant difference can be seen from the sig 2 tailed values of  $0,000 < 0.05$ .

## CONCLUSION

Based on the results of the research analysis, it can be concluded that there is an increase in character, especially the value of social care. It is shown after the treatment occurs, after treatment, the children become more understanding and apply the values of social caring characters. These changes can also be seen through a pretest score that has a number of scores for the minimum value of 124 while for the maximum score of 135. The posttest results score has a minimum score of 133 and the maximum score has a score of 166.

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