



Digitalize Puppet Games as an Innovation for the Implementation of Character Education in Elementary: A Literature Overview

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Abstract

This paper aims to describe the importance of internalizing character education through media that is appropriate to the development of ICT and student characteristics. Considering several facts revealing that the achievement of the internalization of character education in schools is still relatively low, given the low interest in student learning and the use of learning media that tends to be static, whereas in learning in the digital era where students are familiar with the use of technology, of course, it must receive attention given the great potential if opportunities for using ICT in the learning process can be optimized. This paper uses a descriptive qualitative design approach with a literature review method, data is collected from the results of reading orientation of authentic sources namely books, journals and relevant literature and analyzed through reduction, display and verification as conclusions. Internalization of character education in the digital era requires the integration and synergy of ICT, the existence of ICT packaged in the form of educational games will be able to create greater opportunities in optimizing the internalization of character education based on local wisdom, such as Wayang..

Keywords: *educational games, puppet, Character building, internalization, ICT*

Introduction

One of the school's responsibilities is to implement character education in the teaching and learning process [1]. Character is currently an important point to be maintained and owned by every student considering that character is a fundamental thing in life [2]. Humans who do not have character are said to be humans who exceed the limits of their humanity. Zubaedi [3] argues that people with character are humans who have good character, morals and character.

Character consists of values that work in a person (operative values), values in action [4],[5]. Character consists of three interrelated parts, namely moral

knowledge, moral feelings and moral actions [3]. Good character consists of knowing the good, wanting the good and doing the good. That means, having habits in mind, habits in heart and habits in action [6]. These three things are important to lead a moral life and even lead to moral maturity.

Thus a person's character will develop as values develop into virtue [1]. Character talks about what is inside a person. Character will determine how a person acts when he thinks that he is invisible to others.

Seeing how important it is to have a character. Character building is a top priority in the goals of education in Indonesia. Minister of Education and Culture Nadiem

Makarim once stated that character education is the government's main priority in an effort to educate the nation's children, form a national personality and have noble character.

Through character education, it should bring students to cognitive value recognition, affective value appreciation, and finally to real value practice. Character education is character education that touches the cognitive, affective, and psychomotor domains [7].

The swift currents of globalization bring about changes in various aspects of life, education is also affected [8], argues that so far the character education instilled by parents in the family environment, as well as teachers in schools emphasizes the knowledge aspect rather than the attitude and application aspects, plus the learning process is currently being carried out face-to-face / online. Currently, education in Indonesia is considered less successful in building personality and national character as well as noble character for students, it can be seen from several highlights of the emergence of cases of students smoking, brawls, to physical violence by students against teachers is quite common [9],[10].

Other actions taken by children who throw garbage in the wrong place, do not want to queue, are indifferent, as well as intolerant attitudes at school and in the community are quite common [10]. Even now, the way students talk and behave politely towards their teachers or parents is also increasingly concerning and is already at an alarming level. This reality is clearly a slap in the face to the world of education, because the public views that such conditions are the impact of the failure of the world of education in educating characters for their students.

On the other hand, Indonesia, which is rich in local wisdom such as Wayang and traditional arts, which requires moral and ethical values, should be introduced to children [11]. Wayang can be used as a medium for character education based on local culture [12]. From generation to generation wayang still shows its existence and becomes part of the life of the Indonesian people, especially Java [13]. The values of art, beauty, philosophy, behavior, religious perception, outlook on life and ideals are contained in the world of Wayang [14]. Furthermore, wayang can be a medium in conveying education for noble character for children, improving cognitive abilities, and education about love for the nation's culture [15],[16]. Therefore, character education based on the local wisdom of the Indonesian nation is very important. However, it is very important to be able to think of the right type of media to be able to package Wayang as a means of character education.

The innovation that may be presented is using electronic games or games as a type of media to package Wayang as a means for character education. As the opinion expressed by Hu [17] that players from a game will get "fun" with a low level of anxiety, this will certainly have an impact on students to be able to carry out learning activities more optimally. On the other hand, almost all students in the current Digital era seem to be getting used to the presence of digital games, and ICT-based equipment [18], this will

certainly be a very open opportunity to support learning activities or character education that is integrated with technology.

Methodology

The research method used in this study is a literature study method which is carried out through a review process from various relevant sources according to the research variables [19]. Meanwhile, related to the data collection technique carried out in this study is through secondary data, namely data collected indirectly on the object being studied [20]. The sources of literature that will be used in this research come from scientific articles published in national, international research journals and articles published in national and international proceedings that are relevant to games, puppets and character education.

The data that has been collected is then analyzed based on supporting theories so that it can be concluded descriptively as the first step in identifying opportunities for using Puppets based on Educational Games for Character Education, data analysis in research that belongs to qualitative research, which was interactive analysis adopts from Miles & Huberman [21].

Results

Based on the results of a review of several research results and literature sourced from research articles that have been published in the last few years. The following will be conveyed regarding several related matters, Educational Games, Puppets, Character Education, as well as the Opportunities and roles of Puppet-based Educational Games for Character Education for Students.

Educational Games

In short, Educational Games are digital games created for education. This began with an effort to reintroduce entertainment activities which eventually gave birth to the concept of edutainment [22]. Games or games themselves consist of various packages or types, such as adventure, strategy, puzzle and role play [22]. The idea that is generally maintained in the concept of educational games is that students' interest in the subject will increase with the pleasure and richness of experience gained during game activities [23]. In addition, games are also associated with feelings of happiness. Therefore, most of the students appreciate the game and enjoy participating in it. This then developed along with the advancement of ICT, where games have become a new form of interactive learning content, so that playing games is able to provide a collaborative and interactive platform for learning purposes [24]. Digital games that enable collaborative learning to generate new ideas and exchange information, simplify problems, improve skills, cultivate certain attitudes and values, and complete tasks [17], [22], regardless of the type of subject or lesson information packaged in it.

Puppet

Wayang (Indonesian wayang) is one of the performing arts belonging to Javanese culture, in some views, wayang

is often described as a "shadow" or vague art that can move based on the play (actors) played by the dalang [25]. Wayang as a cultural product owned by Indonesia has shaped the national culture into something big, and has also become a reference for several countries in the world. UNESCO (United Nations Educational, Scientific, and Cultural Organization) several years ago has designated wayang as a world heritage, which of course is a matter of pride for all Indonesian people [26].

Thus, for most Javanese people in Indonesia, Wayang is a center for learning from various aspects of life [24]. The characters in the wayang reflect the character of Javanese society. Puppets are performed in a show by presenting a dalang as the director of the performance [14]. Traditionally and traditionally, at the time of the puppet performances, lighting is needed, because what is shown is the shadow of the puppet, this will then make the lighting that is highlighted in the wayang make the shadow puppet appear alive. Stories packaged in wayang kulit shows will be more interesting for students to learn if they are related to everyday life.

Over time, wayang kulit shows have moved from a ritual meaning to become entertainment and even learning if used for the learning process. Puppet stories, which actually contain certain values and morals, need to be disseminated to students as a form of character learning [12].

There are many advantages of learning using digital game media, namely being able to make students not easily bored and subject matter to be more easily delivered. In addition, digital game media is able to streamline the time needed to complete a competency because with digital games, students catch lessons faster. However, educational games must be designed in such a way that they can be integrated into the learning process, taking into account several aspects of learning that must be attached to an educational game program, including 1) providing feedback, 2) providing both textual and verbal motivational elements, 3) interactive, 4) material adapted to the strategy of delivering the material, and 5) consistent with learning objectives [27].

Character Education in Elementary School

Hanum & Annas [6] explained that character education is basically the development of values originating from the Indonesian nation's view of life or ideology, religion, culture, and values that are formulated in a grand formula to be implemented in national education. So that character education is basically an educational process based on cultural values and the character of the Indonesian nation [26]. It is important for character education to be integrated in schools, considering that so far the material provided in schools is only limited to cognitive aspects, ignoring affective and psychomotor aspects [5]. Admit it or not, the current crisis is real and worrying because it has an impact on society, especially school-age children and adolescents. It is known that all children will imitate what they see, hear and experience in their lives.

Therefore, the character of a child is very much determined by the surrounding environment, both in the family, community and school environment, thus the goals from implementing character education in children are expected to develop affective abilities, can shape character, and can develop national civilization. Therefore, character education is indispensable for students to achieve significant success.

The Opportunities for Implementing a Puppet Based Educational Games for Character Education

The process of internalizing character education will be effective and meaningful if students not only understand goodness, but also make goodness an attitude and character, and manifest it in daily behavior and actions [28]. Given the many characters that need to be internalized to students in accordance with what is contained in the goals of character education as conveyed by Mulyasa [29] that the purpose of character education is to encourage students to be able to live independently in improving and using their knowledge, reviewing and internalizing and personalizing values – values of character and noble character so that they are manifested in daily behavior. Therefore, we need a means of delivering learning materials to facilitate the process of knowledge transfer and character internalization.

One of the possible means is to bring learning media into learning activities. Learning media are various types of components in the student's environment that can stimulate them to learn [30]. The presence of learning media in learning activities will be able to generate new desires and interests, provide motivation and stimulation in learning activities, and even bring psychological effects on students [31].

Along with the development of science and technology, the types of learning media become very varied so that criteria are needed in determining the type of media to be developed, several things to consider are accuracy with learning objectives, ease of obtaining media, teacher skills in using media, according to students' thinking levels, and the availability of time for the utilization process [32], [33]. Based on these considerations, educational games were identified as being able to accommodate some of the selection criteria already mentioned. Educational games are considered to have great opportunities and potential to be utilized [22], besides being considered to be able to support the learning process, students are also currently familiar with the presence of technology in all aspects of their lives [33]. Educational games with interactive media technology will help children to understand the content of the game.

One example of the application of games as learning media is carried out by Pratiwi & Musfiroh [27], whose research results show that educational games developed for language learning activities have been successful and declared valid by several experts through a series of trials. Similar to the research conducted by Susanti & Wahyuni [34], who concluded that Wayang could be used as a digital learning media in the form of audio media, this was

after going through an analytical study of the needs of students, who at that time were in their teens. Students think that the interesting thing about Wayang is the story, especially if it is packaged into an audio media to facilitate learning activities which are considered to be able to attract students' attention and motivate students.

Besides that, Wayang also cannot be separated from its use in the field of education, especially in learning activities, as research conducted by Saraswati, Pratama & Putri [35], which states that wayang as one of the cultural heritages in Indonesia which is rich in values, can be integrated and used for learning activities in the classroom, especially in the context of building student character. Wayang has a contribution to the improvement of students' cognitive and affective.

Refers to several theoretical explanations related to aspects of educational games, puppets, and character education. Thus overall that visualization of material associated with the elements of values and characters contained in the Wayang, will make it easier for students to master conceptually so that students can internalize character values more easily. The role and potential of using puppet educational games for character education will also be able to create an innovative and dynamic learning environment. Therefore, considering the various reference sources that have been used in this literature-based research, digitizing wayang as a medium for learning and instilling character in students has a very large opportunity, this is proven by several studies that have succeeded in digitizing teaching materials to students. in various formats, such as electronic modules, games, interactive multimedia, website-based media, as well as videos and animations. This is also supported by the development and habits of students who are currently getting used to the presence of technology in various aspects of their lives. Therefore, innovation in the implementation of character learning activities in schools must begin through digitizing the learning media, one way is through packaging of Wayang teaching materials, with a more modern feature.

Conclusions and Recommendation

Educational games by integrating character values in Wayang have a great opportunity and are quite relevant to be applied in the learning process in the digital era as it is today. Character education material packaged in game format is sufficiently identified theoretically and factually able to facilitate students in mastering cognitive skills and obtaining good affective values.

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