

## **The Implementation of Oray-Orayan Learning Model in Improving the Character of Gotong Royong in Primary School**

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**Abstract:** This study examines traditional games that are used as social studies learning in elementary schools to develop one of students' characters, it is the character of Gotong Royong. The traditional game that will be raised in this article is Oray-orayan game. The method used in this study is a qualitative approach in the form of research activities carried out in the classroom. The subjects of the study are all the sixth grade students of SMPN 1 Cimanggung that consists of 41 students. The conclusion of this study is that learning using the Oray-orayan learning model on social science subjects can improve the character of students' Gotong Royong.

**Keywords:** learning model, Oray-orayan game, Gotong Royong

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### **I. INTRODUCTION**

The progress of science and technology is increasing; it demands us to focus more on education. Education is the foundation of the progress of a nation, where through community; education can improve its quality in utilizing science and technology. We should learn all forms of education that exist to be able to compete in this globalization era. One of the educations we have to study is Social Sciences.

Social Science is knowledge about everything related to society. In Indonesia, social science lessons are adjusted to various social perspectives that are developing in society. Studies on society in social sciences can be carried out in a limited environment, such as around the school or students or in a broad environment, such as the environment of other countries, both those environments that exist in the present and in the past. Thus, students who study social science can appreciate the present with the knowledge of the past of humanity. According to Sapriya (2009 [1]), Social Science Education is a simplification or adaptation of the disciplines of social sciences and humaniora, as well as basic human activities which are organized and presented scientifically and pedagogically/psychologically for educational purposes.

Early education is obtained by students at the basic education level, also known as Elementary School. In social science learning, students begin to study social studies at the elementary school level which is contained in thematic learning in lower class and subjects in higher class. Social science is one of the subjects given in elementary schools that examine a set of events, facts, concepts, and generalizations relating to social issues. Social sciences include geography, history, sociology and economics. According to Hasan (2009: 1[2]) said that, it is better for social science to be able to prepare, foster and shape the ability of students who master the knowledge, attitudes, values, and basic skills needed for life in society. The quality and success of learning is strongly influenced by the ability and accuracy of the teacher in choosing and using learning models.

Children in elementary school age are at period where children's thinking patterns are still concrete; they are only able to work on a problem they face in real life not in the form of questions or problems of reasoning. In other words, children at this age still need to use props that are real and use methods and models that are still related to life experienced by them at that time. In addition, children in elementary school are at period when they play and get fun or have fun.

Games are defined as formal descriptions of strategic situations (Turocy and Stengel, 2001: 2 [3]). In turn, game theory is determined as a formal decision-making study in which several players must make choices that have the potential to influence the interests of other players (Turocy and Stengel, 2001: 2 [3]). In addition, what economists call as game theory, psychologists call it as social situation theory, which is an accurate description of what game theory is about (Levine, 2011: 1 [4]).

Social situations are defined as sources of psychological development. This research is based on the definition of the social situation of development as a unit of external developmental conditions and individual psychological characteristics in his experience (Surikova, 2007: 254 [5]). Social situations are also defined as situations of interaction, social interaction or socio-cultural environment (Surikova, 2007: 254 [5]). There, the

terms "social situation", "situation of interaction", "social interaction" and "social-cultural environment" must be used synonymously.

Social situations are revolved on social activities. It should be noted that the concept of activity originated by Vygotsky (Blunden, 2009: 10 [6]), although Activity Theory is associated with the name Leontyev (Leont'ev, 1978: 7 [7]) instead of Vygotsky (1962[8]). To determine the mechanism for developing social situations to society changes and in society, Vygotsky's Development Law or interiorization (Vygotsky, 1962[8]) is analyzed. Development Law is defined by Vygotsky as the transformation of an individual's internal culture (Wells, 1994: 3 [9]), which means that every function in the development of individual culture appears twice or on two planes (Wells, 1994: 3 [9]): first, at the social level and then, at the individual level. The social level (external perspective) accentuates the social interaction of development (Surikova, 2007: 253 [5]). There, social interaction is determined as the unity of external developmental conditions and individual psychological characteristics in his/her experience (Surikova, 2007: 253 [5]). The individual level (internal perspective) focuses on cognitive activity (Surikova, 2007: 253 [5]). Cognitive activity refers to the unity of the processes of feeling, perception, attention, memory, thought, speech and imagination, where people perceive, remember, think, speak, and solve problems. In other words, each function in the development of an individual culture arises between people (as an interpsychical or intermental category), and then - at the intrinsic level (as an intrapsychical or intramental category) (Wells, 1994: 3 [9]). As a process, the development of social situations has a cyclical nature. Therefore, the development of social situations takes place from individual social interactions to cognitive activities (Fad in Koswara: 2016 [10]).

Indonesia is a country that consists of many ethnic groups and has diverse local wisdom. The local wisdom of the Indonesian people is not only reflected in crafts, but also reflected in social culture. One of the social cultures in Indonesia is traditional game. Traditional games in Indonesia have a deep meaning. Not only the effects of socialization, but also the euphoria of love. Love for parents, love for the environment, and empathy for peers.

Traditional games in Indonesia are very numerous and very diverse. In traditional games, they do not only emphasize pleasure, but many lessons can be learned from the game. Traditional games can develop a variety of good characters, such as independence, mutual cooperation, curiosity, caring for the environment, discipline, etc.

How can traditional games develop students' character? One of them is to pack the games into learning in school. For example, the game Tatarucingan from the Sunda region can develop a character of curiosity. Research on traditional games has been widely discussed by researchers in Indonesia, for example Heru Subagiyo's research, S.Sn (2014 [11]) entitled "Traditional Games as Children's Learning Media". This study examines how traditional games are used as children's learning media in order to be able to develop moral and religious, physical, linguistic, cognitive, and social emotional aspects of children. Adhani's (2014[12]) research entitled "Improving Children's Social Skills through Traditional Snake-Playing Games". This research examines the design and implementation of traditional games for children, and how important the game is in children's social development. Lestari's (2016[13]) study entitled "Kaulinan Barudak Thematic Learning Model to Improve Children's Social Intelligence". This study examines the role of the thematic learning model for improving children's social intelligence in the Siloka Citra art studio. Research by Giyartini (2014[14]) entitled "Symbolic Meanings of Kaulinan Barudak Oray-orayan". This study examines how to uncover the meaning behind Oray-orayan game so that the values of wisdom in them can be understood and applied by generations of people, especially the people of West Java according to the demands of the current time. . The last is the research of Lestari's (2013[13]) entitled "Learning of Creative Dance through Kaulinan Budak Lembur in Class IV Primary Schools." This study examines how through Kaulinan Urang Lembur stimulus, students will be stimulated by their imagination by exploring, developing, children's creativity.

The data above shows that the researches of traditional games have been studied by various scientific disciplines. Here, the researcher will examine the traditional games that are used as social science learning in elementary schools to develop one of the students' characters, namely the character of *Gotong Royong*. The traditional game that will be raised in this article is the play of *Oray-orayan*.

## **II. RESEARCH METHOD**

The approach used in this study is a qualitative approach in the form of research activities carried out in the classroom, although there is no prohibition to do it outside the classroom. According to Sugiyono (2011[15]) a qualitative approach is a research approach that is based on the philosophy of post positivism, this study is used to examine the natural condition of an object, and the data collection source is carried out on the entire population of 41 people. The technique of collecting data is done by a triangulation, data analysis is done qualitatively (inductive) and the results of this research are more focusing on the meaning than the generalization.

This study uses a concept of analysis research design, which means the researcher will conduct an analysis of the Oray-orayan game in order to obtain data findings which will then be used as an alternative model of social science learning in elementary school. After the concept analysis has been conducted, the results of the model reconstruction are tested on students to give an idea of students' characters development; in this case the character mentioned is *Gotong Royong*. The study was conducted on Class VI students of SDN 1 Cimanggung, Pamulihan District, Sumedang Regency with 41 students, consisting of 19 women and 22 men.

### **III. RESULT AND DISCUSSION**

The next discussion is regarding the results and discussion of this research, so that it will be clearly seen the success or the failure of the research conducted by researchers. The results of the study consist of 3 stages, they are analyzing the Oray-orayan game which will be used as a social science learning model, reconstructing the Oray-orayan game into a social science learning model and testing the learning model of Oray-orayan.

#### **1. The analysis of Oray-orayan game**

The Oray-orayan game is a game originated from West Java, this game is usually done by seven or more people, in this game there is a Sundanese song that must be memorized by each player and this game has a game rule.

The game Oray-orayan is a game performed by a group of players where the shape of the game resembles a snaking snake. The Oray-orayan game is used as social science learning model, because this game has the potential to develop one of the children's characters, *Gotong Royong*.

The character of *Gotong Royong* is one of the five main character values derived from Pancasila, which is a strengthening character program from President Jokowi. The value of *Gotong Royong* character reflects the act of appreciating the spirit of cooperation and working together to solve common problems, establish communication and friendship, provide assistance to those in need. It is expected that students can show respect for others, be able to work together, be inclusive, be able to commit to joint decisions, reach consensus, help, and have empathy and a sense of solidarity, anti-discrimination, anti-violence, and volunteerism.

The indicators of the *Gotong Royong* according to the Ministry of Education and Culture (2014: 70 [17]) are as follows:

- a. Actively involved in community service cleaning classes or schools.
- b. Willingness to do assignments according to agreement.
- c. Willing to help others without expecting a reward.
- d. Active in group work.
- e. Focus on group goals.
- f. Do not put personal interests first.
- g. Look for ways to overcome differences of opinion/thoughts between themselves and others.
- h. Encourage others to work together to achieve common goals.

Based on the analysis above, the Oray-Orayan game is feasible to be used as a model in social sciences learning.

#### **2. The reconstruction of Oray-orayan game as a learning model in social sciences**

Prior to the reconstruction of the Oray-orayan game, it is necessary to know the steps of Oray-orayan game, they are:

- a. Game name: Oray-orayan
- b. Number of Players: 10 or more people
- c. Equipment and Materials: -
- d. How to Play:
  - 1) First, determine the two players who will be picked as the goalkeepers (gates), usually the oldest children. In the Oray-orayan game, the goalkeeper usually has the right to choose the name of their goal, for example the name of fruits, oranges and apples. But in this learning model the goalkeeper performs a suit to determine the group that "for example the group which answers correctly will be named as Apple" and "the group that answers incorrectly will be named as Orange".
  - 2) Second, the other children divide the two groups into equal numbers and make a line lined up behind.
  - 3) In each group, the child at the front is the head of the snake, the students in center are the body of the snake, and the child at the back becomes its tail.
  - 4) In order to look like a snake, each player put his hand on the shoulder of his friend who was in front of them, except the head of the snake. The two head of the snake were facing each other. The child who became the tail or the last, are the smallest but the most lively child because they should be able to avoid the goalkeeper's capture.

- 5) Each group runs writhed like a snake as they sing:  
 " Oray-orayan luar leor mapay sawah  
 Entong ka sawah parena keur sedeng beukah  
 Oraya-orayan luar leor mapay kebon  
 Entong ka kebon loba barudak keur ngangon  
 Mending ge teuleum  
 Di leuwi loba nu mandi  
 Saha anu mandi  
 Anu mandi pandeuri  
 Hok... hok... hok...."
- 6) Once they finished singing the song, they try to catch the goalkeeper's head or the tail of the snake with the sound 'hok hok'.
- 7) The Members of the group that are captured by the goalkeeper will be given a question that is related to the subject matter. If the student answers correctly then the student should join the Apple group and if the answer is wrong, the student should join the Orange group.
- 8) The game continues until all players are in both groups of goalkeepers.
- 9) After all players run out and join the goalkeepers' groups, and then the game is continued to group work activities.
- 10) The two groups, Apple and Orange are given worksheets for their work together.
- 11) After completion, the question or worksheets are examined by the teacher, the group that answers correctly with most numbers is the winner.

### 3. The description of the character improvement result

The percentage of character development can be seen in the table below:

**Table 1.** Characters Improvement Results

No.	Indicator/Observed Aspects	Percentage
1.	Willingness to do assignments according to agreement.	85
2.	Willing to help others without expecting a reward.	78
3.	Active in <i>Gotong Royong</i>	80
4.	Focus on group goals.	71
5.	Do not put personal interest first	98
6.	Look for ways to overcome differences of opinion / thoughts between yourself and others	80
7.	Encourage others to work together to achieve common goals	73
<b>Score</b>		<b>80,7</b>

Based on the table above, it can be seen that the three games, namely the *Oray-orayan* game can be used as social studies learning models in elementary school students. Turocy & Stengel (2001 [3]) say that game theory is determined as a formal decision-making study in which several players must make choices that have the potential to influence the interests of other players. Whereas According to Dimiyati (in Sutrisno: 2013 [17]), game theory is part of science that is related to decision making when there are two or more parties in a competitive condition. These competing parties are assumed to be rational and intelligent, meaning that each party will carry out a rational action strategy to win the competition, and each party also knows the opposing party's strategy. Furthermore, this party is called a player.

Based on the opinions of the two figures, the game is a strategy to influence other students and how to win the competition. The term competition in applying the learning model here is how each group of students competes to answer questions and solve problems related to learning but with more enjoyable activities. Why is it more fun? Because learning through games students do not feel "drill" or forced to learn.

Besides this game learning model can develop some of the characters needed by elementary school students. According to Hill (2005 [18]). Character education teaches habits of thought and behavior that help individuals to live and work together as family, society and state and help them to make accountable decisions. Based on this opinion, the third learning model of the game above is carried out jointly or in groups. If this model is routinely applied in learning, over time it will become a habit for students which ultimately has the potential to develop the expected character.

#### IV. CONCLUSION

Based on all the above explanations, it can be concluded that learning uses Oray-orayan learning models in social science subjects in class 6 of SDN 1 Cimanggung, although it takes a long time, but by using the game model, Oray-orayan can develop students' *Gotong Royong*. Using this model, students will be much happier and enthusiastic in learning. In addition, learning by playing this way makes it easier for teachers to teach lessons to be achieved, which is the name of ASEAN countries, because teachers only have to teach Oray-orayan game systems and guide the students in playing the game so that they are suitable for learning goals.

With this research, it is expected that students as recipients of education can be more diligent in their study and for teachers it is hope that the results of this study will become one of the reference learning models that can be used in the teaching and learning process. This means that teachers can be more creative looking for new learning models so that students are not saturated in learning.

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