



Integrating The Traditional Game Gasing: Comparison and Correlation of Responses, Peace-Loving Character, Social Care, and Student Responsibility

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Abstract: The era of globalization and the rapid development of technology have made many children prefer online games over traditional games. This makes it difficult for children to socialize with the surrounding environment and have high individual character; one of the traditional games is *gasing* (spinning top). This research aims to compare students' responses and characters towards the integration of traditional game *gasing* and to see the relationship between each variable to be studied. The research method uses mixed-method research. This research used a sample of 56 class IIIA and class IIIB students at SDN 55/I Sridadi, and the sampling technique used was total sampling. The data collection instruments used were questionnaires and interviews. Data analysis uses descriptive statistics and inferential statistics. The results of this research are that there is a significant relationship between variables, and it also produces a positive relationship, namely $0.00 < 0.05$. Meanwhile, the results of the t-test comparison of each response variable, peace-loving character, social care character, and responsibility, have a significant comparison, with sig values of $0.00 < 0.05$ and $0.02 < 0.05$ and, respectively, dominant variable in the response variable in the good category. There is a need to develop innovative and educational traditional games to maintain their value and sustainability.

Keywords: character, responses, tradisional game *gasing*

Recommended citation: Alirmansyah., Zulkhi, M. D., Pandya, P. A., Haya, A. F., & Wulandari, V. (2024). Integrating The Traditional Game Gasing: Comparison and Correlation of Responses, Peace-Loving Character, Social Care, and Student Responsibility. *Journal of Innovation in Educational and Cultural Research*, 5(4), 634-646.

INTRODUCTION

Education is a factor in children's development for themselves, socially and culturally (Saat, 2015; Kazu & İş, 2018; Kelly, 2020). Education is also used to develop knowledge about values and character and to preserve culture (Rosala, 2016; Hodgkinson & Trotter, 2017; Porfilio & Strom, 2019), especially in the era of technology, which can provide a new color to the field of education (Roco, 2013; Dalle et al., 2017). Existing technology will certainly make the world of education more advanced. So, education is important for children's development and character formation (Elias et al., 2015; Julaeha, 2019; Septiani & Rejeginingsih, 2020). So, it emphasizes that every education system can integrate children's character values into every lesson. Therefore, education teaches children about life and noble morals, which will bring about change (Ainiyah, 2013; Na'imah, 2018; Kahn et al., 2019). The value of each student's dominant character is a good value that can provide changes in individual students. Character education is an effort to educate children to acquire good life values and practice them in everyday life (Cahyaningrum et al., 2017; van As & Excell, 2018; Mokgwathi, 2020). Thus, it is essential to instill character values in students to improve their abilities and potential (Huda & Kartanegara, 2015; Malinda et al., 2017). Instilling the value of character education, including social, emotional, and ethical education in the family and play environment (Adams, 2011; Widiyanto, 2015; Nofianti, 2019). Character values in students can provide a good response to learning in class. These student responses can make classroom learning more meaningful (Vaughn, 2014; Sharan, 2015; Asyhari & Silvia, 2016). Moreover, instilling students' character values can be implemented with various activities and learning at school.

Not many activities by children currently implement character values, including learning activities at school. The era of globalization with increasing technological developments means that children rarely socialize with the environment and play (Cornali & Tirocchi, 2012; Wijaya et al., 2016). The current era of globalization has had many positive and negative influences on the general public, including on the character of students (Muniady et al., 2014; Samal, 2017; Ajmal et al., 2020). Parents, teachers, and schools play an important role in character education for students in various fields (Aliriad et al., 2024; Tyra, 2012; Putri, 2018). The era of globalization with lots of technological competition makes children lose their identity. Children prefer playing online games, such as PlayStation (PS) and various online games that can be played at home. The challenges of the era of globalization, with the powerful flow of information through increasingly rapid electronic media, impact students who are too lazy to play on the field with friends. Playing for students requires interacting and

getting to know their social environment. Playing is used to train children to adapt to the environment, a means of imitation for children because they are free to express themselves (Septianto et al., 2024; Setiawan, 2016; Nestor & Moser, 2018). Playing can also develop motor, cognitive, language, social-emotional, moral, and character skills (Acar, 2014; Saloko et al., 2019; Sari et al., 2019; Hidayati, 2020). Thus, playing for students has an urgency, and teachers and parents should provide facilities for this. The facilities provided can provide support and set limits for children according to their age so that their character values are formed. Developing character values in children when playing can be demonstrated by children's attitudes toward helping each other and playing in a conducive environment (Norling & Sandberg, 2015; Lithoxoidou et al., 2017; Verawati et al., 2020). Therefore, it is necessary to integrate various games into children's lives in school and home environments.

Indonesia has many cultural heritages from its ancestors in games, namely traditional games that can be played by many groups, both adults and children. Currently, traditional games rarely exist along with the spread of gadgets; children rarely play existing traditional games (Rosmaria & Fadhillah, 2024; Klemenović, 2014; Lindawati, 2019). With traditional games, children can train their concentration, knowledge, attitudes, and skills (Andriani, 2012; Aisyah, 2017; Counselman & Carpenter, 2018). Through traditional games, the rich cultural heritage of Indonesia's ancestors is also increasingly recognized and not being displaced by foreign cultures. Many traditional games are no longer known to students because online games have displaced them. Many of them argue that traditional games are ancient and out of date. However, traditional games are also an effort to preserve culture for the nation's future generations in the future (Chepa et al., 2014; Sukmayadi, 2016; Yuliarto, 2021). There are many traditional games in Indonesia; each has good value if integrated into various fields, including education. Apart from being able to be used as learning material, there are many character values that can be obtained in traditional games (Abdi, 2018; Junaedah & Ahmad, 2020; Toharudin et al., 2020). Both in the values of the character of loving peace, the character of social care, and the character of responsibility for students. One of the traditional games that can be integrated is *gasing*, with the game pattern being that players drop tops which are lined up in the middle of the game arena at a certain distance (Bonny & Castaneda, 2016; Ruvalcaba et al., 2018; Rawa, 2021). *Gasing*, as a traditional game, brings many benefits to students' character because character development is in accordance with their habits (Citra, 2014; Abdi, 2018; Baka et al., 2019). The game *gasing* can be used by children to build unity, hard work, leadership, and fighting power and foster sportsmanship (Lavasani & Khandan, 2011; Rasyid, 2017; Zurqoni et al., 2018). Integrating the game-*gasing* in learning emphasizes three main characters: love of peace, social care, and student responsibility. This research generally focuses on students' responses to integrating the traditional game *gasing*. This research focuses on students' character, namely the character of loving peace, social care, and responsibility. Previous research conducted by Setiyadi (2021) focuses on traditional games as teaching materials that develop students' responses to learning in class. Research conducted by Dixon et al. (2013) focuses on developing teaching materials to measure the peace-loving character of students. Fauzi et al. (2018) focus on the social care character of students, which can be developed only at school and during learning. A study conducted by Bell (2016) focuses on the character of responsibility as measured using mathematics learning in the classroom. This research aims to provide a comparative description of the response and character of love of peace, social care, and responsibility in integrating traditional games. This research also found a relationship between responses and student character. The process of integrating traditional games into learning functions as a communication tool for teachers toward students and instills character values. Based on the existing background, this research compares student responses with student character and the relationship between responses with the character of loving peace, social care, and responsibility with integrating the traditional game *Gasing* in learning.

METHODS

Quantitative and qualitative approaches were used in this research. Mixed methods, also known as mixed methods, have the characteristics of multiple realities that can be classified, observed, and produce meaningful construction results (Ghasempour et al., 2014; McNabb, 2018). This research used an Exploratory Sequential Design research design, which means collecting and analyzing quantitative data as a basis, then collecting and analyzing qualitative data in two consecutive stages in one study before the final analysis is carried out to produce conclusions. (Berman, 2017; Ulandari et al., 2019). This research involved all students in classes III A and III B at a State Elementary School in the Sridadi area, Muara Bulian, with a total of 56 students. The total sampling method is used when the number of samples is the same (Sharma, 2017; Zulkhi et al., 2024). Researchers considered school conditions, and the sample size was less than 100. A questionnaire of questions and written statements of informants from the research sample was used to collect data (Brace, 2004; Taherdoost, 2016; Zappelli et al., 1976). The questionnaires used included a peace-loving character questionnaire, a social care character questionnaire, and a response questionnaire to integrate the traditional

game *gasing* with twenty valid questions each. For reliability, the Cronbach alpha formula is used. After the instrument was tested and evaluated, the reliability coefficient was 0.760 for the social care character questionnaire, 0.750 for the responsibility questionnaire, and 0.730 for the love of peace questionnaire, so it can be concluded that the instrument is reliable. The questionnaire uses a 5 Likert scale for categories.

Table 1. Questionnaire grid for student responses to the integration of the traditional game *Gasing*

Assessment Aspect	Inquiry	Number Of Items
Student enthusiasm	Impressions and emotional messages while playing while learning	8
Orderly Play	Following the rules of the game	6
Student Attitude	Unselfish	6
	Total	20

Below is a questionnaire grid table for student characters: peace-loving, social awareness, and student responsibility for integrating the traditional game *gasing*. The current research questionnaire was prepared based on the student character questionnaire grid.

Table 2. Student Character Questionnaire Grid on the Integration of the Traditional Game *Gasing*

Character	Indicators	Statement	Number Of Items
Love of Peace	Safeguarding the Environment	Not damage the environment	6
	Mutual respect	Appreciate differences	4
	Forgive each other	Apologize to friends if they are wrong	5
	Good manners	Speaking politely to everyone	5
	Total		20
Caring for Social	Helpful	Helping friends who are in trouble	7
	Sharing with each other	Share knowledge with friends	6
	Greeting each other	Always greet friends and teachers	7
	Total		20
Responsibility	Discipline	Not too late	5
	Orderly	Following the rules	4
	Persevere	Always try the best	6
	Responsibility	Returning borrowed items	5
	Total		20

Questions and statements were used in interviews to gather information from sources (Robinson & Robinson, 2014; Saunders & Townsend, 2016; Mann, 2016). For interviews, short questions with fifteen questions each were used. The list of contents of the interview is:

Table 3. Teacher Interview Grid

Assessment Aspect	Inquiry	Number Of Items
Traditional Games	Games that have been implemented at school	3
Students' peace-loving characters	Maintain and discipline the environment	4
Social Care Character	Helping and assisting	4
Responsibility Character	Doing things well	4
Total		15

In addition, interviews were conducted with students to find out how they responded to incorporating the traditional game *gasing*. The following is the interview grid:

Table 4. Student Interview Grid

Assessment Aspect	Inquiry	Number Of Items
The game <i>gasing</i>	Have you ever played with friends	3
Student response	Feelings when playing <i>gasing</i>	3
Peace-loving character	Appreciate differences between religions, ethnicities	3
Social Care Character	Helping friends who are in trouble	3
Responsibility Character	Returning a borrowed toy	3
Total		15

Quantitative data was collected as a basis and reinforced with qualitative data, showing the research subjects' quality. The following flowchart diagram was used to collect data for this study.

RESULT AND DISCUSSION

The traditional game *gasing* has been integrated into the educational process in elementary schools. The research results show the relationship between the research variables and how they compare in two different classes. In this research, the independent (X) and dependent (Y) variables are students' responses (Y) to the combination of the traditional game *gasing* with the attributes of a love of peace (X1), social concern (X2), and responsibility (X3). Based on descriptive statistical analysis of questionnaire data variables using the SPSS 20 system shown here. The table below shows the results of a questionnaire created to integrate the traditional game *gasing* with student responses.

Table 5. Student Responses to the Traditional *Game Gasing* at State Elementary School 55/I Sridadi

Interval	Category attitude	Gender		Total	Mean	Min	Max	Std.dev	%
		f	m						
80 – 82	Very unfavourable	1	1	2					3.57
83 – 85	Not good	3	4	7					12.5
86 – 88	Fair	6	3	9	87.50	80	94	2.80	16.07
89 – 91	Good	7	4	11					19.64
92 – 94	Very Good	18	9	27					48.22
Total		35	21	56					100

According to the table above, student responses to the integration of the traditional game *Gasing* show that 48.22% (27 of 56 students) are in the very good category, 19.64% (11 of 56 students) were included in the sufficient category, 12.5% (7 of 56 students) were in the not good category; and 3.57% (2 out of 56 students) were included in the very poor category. This shows that, as can be seen from the number of students who have filled out a questionnaire containing several questions the researcher has processed. Measuring students' character data when the traditional game *gasing* is used in learning, a character questionnaire that describes their love of peace, social concern, and responsibility is given to them. The questionnaire for each character is shown here.

Table 6. Results of the Students' Love and Peace Character Questionnaire on the Integration of the Traditional Game *Gasing*

Interval	Category attitude	Gender		Total	Mean	Min	Max	Std.dev	%
		f	m						
82 – 84	Very unfavourable	2	1	3					5.35
85 – 87	Not good	3	3	6					10.72
88 – 90	Fair	5	8	13	89.10	82	95	2.56	23.21
91 – 93	Good	9	5	14					25.00
94 – 96	Very Good	16	4	20					35.72
Total		35	21	56					100

From the questionnaire table on students' peace-loving character regarding the integration of the traditional game *Gasing*, it was found that 35.72% (20 out of 56 students) were included in the very good category; 25.00% (14 of 56 students) were included in the sufficient category; 10.72% (6 of 56 students) were in the not good category; and 5.35% (3 out of 56 students) were included in the very poor category. Therefore, it can be hoped that the traditional game of *Gasing* can be better integrated. Apart from the nature of loving peace, another variable that will be measured is the social caring nature of students. The results of the questionnaire can be seen below.

Table 7. Results of the Student Social Care Character Questionnaire on the Integration of the Traditional Game *Gasing*

Category		Gender		Total	Mean	Min	Max	Std.dev	%
Interval	attitude	f	m						
83 – 85	Very unfavourable	3	1	4					7.14
86 – 88	Not good	4	3	7					12.50
89 – 91	Fair	7	4	11	89.82	85	96	2.40	19.64
92 – 94	Good	11	6	18					32.14
95 – 97	Very Good	10	7	16					28.58
Total		35	21	56					100

From the questionnaire table of students' social care character regarding the integration of the traditional game *Gasing*, it was found that 28.58% (16 out of 56 students) were included in the very good category. The results for the good category were 32.14% (18 out of 56 students), fair was 19.64% (11 out of 56 students), not good was 12.50% (7 out of 56 students), and very bad was 7.14% (4 of 56 students). Therefore, some results show that students are in the very good category. Apart from the nature of loving peace and social concern, another variable that will be measured is the nature of students' responsibility. The following questionnaire results show this type of responsibility.

Table 8. Results of the Student Responsibility Character Questionnaire in Integrating the Traditional Game *Gasing*

Category		Gender		Total	Mean	Min	Max	Std.dev	%
Interval	attitude	f	m						
86 – 88	Very unfavourable	2	-	2					3.57
89 – 91	Not good	5	2	7					12.50
92 – 94	Fair	7	1	8	94.67	88	99	2.24	14.28
95 – 97	Good	13	10	23					41.07
98-100	Very Good	8	8	16					28.58
Total		35	21	56					100

Based on the questionnaire table regarding the characteristics of students' responsibilities towards the integration of the traditional game *Gasing*, it was found that 28.58% (16 out of 56 students) were included in the very good category; 41.07% (23 of 56 students) were included in the sufficient category; 14.28% (8 of 56 students) were in the not good category; and 3.57% (2 out of 56 students) were included in the very poor category. Therefore, from the total results obtained, students' responsibility for integrating the traditional game *gasing* in classroom learning is included in the good category. In this research, SPSS 20 was used to test assumptions. These assumption tests include normality and linearity of response questionnaire data, the nature of loving peace, the nature of social care, and the nature of student responsibility, as shown in the following table:

Table 9. Normality Test of the Characters of Love of Peace, Social Care, and Responsibility with Responses to Integrating the Traditional Game of *Gasing*

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		56
Normal Parameters ^{a,b}	Mean	0E-7
	Std. Deviation	1.82838268
Most Extreme Differences	Absolute	.084
	Positive	.052
	Negative	-.084
Kolmogorov-Smirnov Z		.631
Asymp. Sig. (2-tailed)		.821

a. Test distribution is Normal.

b. Calculated from data.

The table above shows the significant values of the Kolmogorof-Smirnof normality test for three different samples. As shown above, the three samples each have a sig value greater than 0.05 and a normality value of 0.821 in the sig normality value, which indicates that this data is normal because the sig value is greater than 0.05. Additionally, the linearity of the data was tested, as shown in the following table:

Table 10. Linearity Test of Social Care Character with Student Responses to the Integration of Traditional Games

	Sig.
Response to Integration of Traditional Games * Peaceful Love	.773
Response to Integration of Traditional Games * Social Care	.628
Response to Integration of Traditional Games * Responsibility	.829

The table above shows the significant values of the linearity test. This data is considered linear if the sig value is greater than 0.05. The integration of each character's traditional game is tested for linearity. The linearity sig value of students is 0.773 for the peace-loving character, the linearity sig value is 0.682 for the social care character, and the linearity sig value is 0.829 for the responsible character. Because the sig value is greater than 0.05, the results of the linearity test of the sig value indicate that the current data is linear. In this study, the T-test and multiple correlation were used. The T-test evaluates the comparison of each independent variable individually with the dependent variable in different classes (Rahayu & Suningsih, 2018; Melasari, 2019; Putri & Aznam, 2019). To carry out a T-test, each t count must be compared with the t table, or the significance column must be seen in each t count. If $p < 0.05$ and the Sig value. (2-tailed) < 0.05 , independent t-test was considered significant. This means there are significant differences and comparisons between the responses, the nature of loving peace, social concern, and the nature of students' responsibility in classes IIIA and IIIB at State Elementary School Sridadi, Muara Bulian. Conversely, no differences or comparisons are found if the data is reversed. The t-test results for the students' peaceful responses and character are as follows.

Table 11. T-test Response and Character of Students in Classes IIIA and IIIB State Elementary School 55/I Sridadi towards the Integration of the Traditional Game *Gasing*

	T	Sig. (2-tailed)	Mean Difference
Response	14.949	.000	7.179
Peace-loving Character	11.521	.002	7.146
Social Care Character	12.756	.000	8.129
Character Responsibility	15.662	.000	8.371

Based on the table above, the t-test shows a comparison between responses, the nature of loving peace, the nature of the social concern, and the nature of students' responsibility when integrating the traditional game *gasing* in classes IIIA and IIIB at SDN Sridadi, Muara Bulian. With a sig value < 0.05 , which shows a comparison between the responses, the nature of the love of peace, the nature of the social concern, and the nature of students' responsibility in integrating traditional game *gasing* in classes III A and III B. Multiple correlation hypothesis testing is a way to find out more than two independent variables (X) against the dependent variable (Y) simultaneously (Bansaleng et al., 2014; Larasati & Gilang, 2016; Hutapea et al., 2017). Multiple correlation test guidelines are met, meaning the data shows a significant relationship if the Sig value. F is less than 0.05, and vice versa if the value changes Sig. F is greater than 0.05. The following table shows the results of hypothesis testing, which shows multiple correlations using SPSS 20 from response questionnaire data, peace-loving character, social care character, and responsible character towards the integration of the traditional game *gasing*:

Table 12. Correlation Teist of Students' Responses and Characters towards the Integration of the Traditional Game *Gasing*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.682 ^a	.339	.301	1.880	.339	8.895	3	52	.000

a. Predictors: (Constant)

As shown in the table, the Sig. F value is 0.000 where the sig value is < 0.05 , so it can be seen that the variables of peace-loving character, social care character, and student responsibility character have a significant

relationship with students' responses to the simultaneous integration of the traditional game *Gasing*. The R-value (correlation coefficient) in the table is 0.682, meaning that the level of relationship between the character of loving peace, the character of social care, the character of responsibility, and the response to the integration of the traditional game *Gasing* simultaneously has a strong relationship. This follows the guidelines for the degree of relationship (correlation coefficient) where the person's correlation value in the interval 0.60 – 0.799 is a strong level of relationship.

Traditional games have become part of social life in Indonesia; almost all regions have various kinds of traditional games as local cultural wealth. Traditional games are rarely introduced to children despite the rise of technology today. Apart from that, many people consider games an ancient thing to do. However, many attitude values embedded in traditional games should be learned in traditional games. So integrating traditional games can be an alternative to instill good values in children, especially the game *gasing*. Integrating the traditional game *gasing* into classroom learning can impact students' responses and character values. Incorporating the traditional game *gasing* in the learning process in class IIIa, a feedback questionnaire was distributed to find students' feedback. Based on the information obtained from the descriptive statistical calculations, it is at a good level, with a result of 48.22% (27 out of 56 students). The response received in each class was very good. This is because the incorporation of traditional games makes students active in the learning process and improves their cognitive and affective skills. The combination of traditional games is considered to be in line with the characteristics and age of elementary school students. Traditional games and learning activities can also instill various character values in their age. By combining traditional games, students' character can also be measured. In this study, students' peace-loving character was measured using a question sheet, and the results were collected at a very satisfactory level, namely 35.72% with 20 out of 56 students in classes IIIA and IIIB. The students' peace-loving character is shown by not paying attention to the environment around them, both in playing and learning environments, and not making noise (Dasim, 2011; Sari, 2017; Masduqi, 2020). Thus, peaceful love must be instilled in individual students when playing and learning.

Apart from the character of loving peace, the nature of social care must be present in students in the learning process. The nature of social care is students' character in responding to the surrounding environment. This can be seen through politeness and an attitude of helping each other (Nisa, 2015; Fatmawati et al., 2018; Astamal, 2021). The concern is an action individuals carry toward others in certain situations (Isnaini et al., 2020; Toharudin et al., 2020; Ufie et al., 2020). The results of this research were categorized as good, namely 32.14%, with 18 out of 56 students. This shows that students have the nature and character of social care when integrating the traditional game *gasing*. Students have the will to care about the environment around them. All the characteristics instilled in individual students include good behavior. Apart from social care, the character of responsibility is also measured by integrating traditional games. Responsible character is defined as the way a person sees and acts regarding the implementation of his or her responsibilities and responsibilities in the way he or she should act towards himself, his or her community, and his or her environment (Atika, 2014; Asteria, 2017; Fauzi et al., 2018). The results of this research were categorized as good, namely 41.07%, with 23 out of 56 students. This shows that students have the nature and character of responsibility for integrating the traditional *gasing* game. Students know their rights and obligations as students.

Compared with data with significant values, the assumption test indicates that the results produced are normal and linear. Using test indicators as follows: If the Sig value is > 0.05 , then the variance is normal, but if the Sig value is < 0.05 , then the variance is not normal. Based on the indicators above, the value of 0.821 based on the data obtained is categorized as normal. In the linearity test, it can be seen that the value is 0.773 in the linear measurement of students' answers and peace-loving character, 0.628 in the response and social care character, 0.674 in the response and responsibility character, with the results obtained being assessed as linear, due to the sig value > 0.05 . The normality test and linearity test are things that must be paid attention to because in the initial assumption stage, a comparison and relationship if the error is linear and normally distributed, is considered good (Samudra et al., 2018; Atika et al., 2019; Nuha & Ismaya, 2021).

The hypothesis test used as an illustration of the hypothesis in the research is seen from the existing research results, namely using the t-test and multiple correlations. The t-test was conducted on responses, peace-loving character, social care character, and student responsibility character. In the t-test analysis that has been applied, the hypothesis put forward can be well accepted; this can be seen in the table presented; the sig value is less than 0.05 (Widiyasanti & Ayriza, 2018; Adesita et al., 2019; Himmah et al., 2019). The research results show a cooperative picture between students' responses to the character of loving peace, the character of social care, and the character of responsibility when combining the traditional game *gasing* in learning in two different classes. Meanwhile, the correlation calculation in the research proves that the student's responses and character, both peace-loving, socially caring, and responsible, simultaneously have strong correlation values following the correlation coefficient guidelines. Previously, research has also been conducted (Nasrullah & Zulkardi, 2011; Louth & Jamieson, 2015; Rahmawati & Dewi, 2020), which carried out investigations by combining traditional games into various learning subjects. Every study finds that traditional games significantly

impact students' physical, mental, and mental development. Research also finds that traditional games can encourage character values. These studies found that traditional games help integrate character values during classroom learning. However, this study integrates traditional games in the learning process to provide a comparative and correlated picture of the response, peace-loving character, social care character, and obligation character of students in elementary school.

The position of this research can be a standard for using traditional games in learning, along with previous research that aims to investigate how the use of traditional games impacts learning. Students respond well when traditional games are included in learning and prefer playing while learning (Nursyahidah et al., 2013; Aypay, 2016; Demirel et al., 2016). By combining traditional games, students can evaluate the calm, socially caring, and responsible character of students in the classroom environment. The latest in this research is to compare the results of combining the traditional game *gasing* in the learning process in the classroom as well as the peace-loving, social care, and responsible character of students in classes III A and III B. The newest thing in this research is the hypothesis testing that has been implemented. This research aims to compare and describe the correlation between 4 different variables, namely response, peace-loving character, social care, and student responsibility, in combining the traditional game *gasing* in learning. Implications of comparative research and correlation between response, peace-loving character, social care character, and student responsibility character in 2 diverse classes and combining the traditional game *gasing* during class III learning. Theme 1 "Objects around me" sub-theme 1 "Various objects around me" learning 2 in finding out diversity from generation to generation in the environment around students. In addition, it can function as a tool and medium to meet students' needs and as a resource to help students learn independently (Ebrahimzadeh, 2017; Hidayati, 2018; Squire, 2019).

Teachers can use methods as teaching staff in the scientific and school fields to integrate traditional games in the learning process to assess and understand students' character. Student character can encourage students to acquire strong character so that learning outcomes and student character are more effective and meaningful. The qualities contained in a student's character will lead students to form better individuals. Apart from that, traditional games can be used to teach. The limitation of this study is that the integration of the traditional game *gasing* is limited to class III Theme 1, "Objects around me" sub-theme 1, "Various objects around me" lesson 2, which is combined in elementary school. In this study, researchers are limited to peace-loving character, social care character, and responsible character.

CONCLUSION

According to research results in classes IIIA and IIIB, there was a significant relationship between response, peace-loving character, social care character, and responsibility in implementing the traditional game *gasing*. The integration of the traditional game *gasing* is closely related to the application of character and is one of the factors influencing students' character. The students' responses obtained results in the good category, so integrating the traditional game *gasing* is feasible. In this research, the dominant results are the good category from the data obtained from integrating the traditional game *gasing* in learning. This is reinforced by the results of the t-test, which has been carried out on four variables, namely response, peace-loving character, social care character, and responsibility, where the Sig obtained is smaller than 0.05, so there is a difference between the four variables, and there is a correlation between the response and the participant's character on the integration of traditional games.

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