

Iswinarti & Laily, W. N. (2024). Increasing moral emotions through traditional games of gobak sodor and bentengan using the experiential learning method. *Indigenous: Jurnal Ilmiah Psikologi*, 9(1). 54-68. doi: <https://doi.org/10.23917/indigenous.v9i1.4490>

Increasing Moral Emotions Through Traditional Games of *Gobak sodor* and *Bentengan* Using the Experiential Learning Method

Iswinarti^{1*}, Wahyu Nur Laily²

Faculty of Psychology, Universitas Muhammadiyah Malang^{1,2}

Submitted: 02 September 2023	Accepted: 7 September 2023	Published: 30 Maret 2024
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Abstract. *The decline in morality has been of interest in the education world, especially among junior high school students. They tend to justify their mindset and actions when making decisions about problem-solving. Moral emotion is an essential aspect to have before any decision-making. Students must have moral emotions to avoid repeating mistakes and bad behavior. Efforts to increase moral emotions through the traditional game "Gobak Sodor and Bentengan". This research aims to determine whether the traditional games of gobak sodor and bentengan can be a model for increasing moral emotions in students. This research is a quasi-experimental research with a pretest-posttest control group design. The number of subjects was 30 junior high school students aged 12-15 years. The sampling technique used was purposive sampling. The results of the Wilcoxon test research showed that there were significant differences in experimental group 1 (0.009; 0.006; 0.022 < 0.05) and experimental 2 (0.014; 0.006; 0.006 < 0.05) between the pretest and post-test. The Mann-Whitney results showed significant differences between the experimental and control groups ($p < 0.05$).*

Keywords: *Traditional game of Gobak Sodor and Bentengan, moral emotions, quasi-experiment.*

INTRODUCTION

Morality is a reference in regulating social behavior through the norms that apply in society (Guglielmo & Malle, 2019). Morals relate to an individual's understanding of right and wrong actions. Currently, moral decline is a hot topic of discussion and is attracting the attention of all Indonesian citizens. Many people, especially teenagers, are starting not to apply moral values, as they often carry out actions contrary to moral rules. Adolescents' neglect of moral violations causes deviant behavior to emerge. Juvenile delinquency is a form of deviant behavior carried out by teenage students, especially junior high school students. According to KPAI, data on cases of moral violations in the educational sphere shows that in 2018, there were 451 cases, and in 2020, there was an increase of 1451 cases; the most recorded cases occurring in schools were bullying and brawls or fights between students (Maradewa, 2020).

Several previous studies prove that teenagers carry out activities that deviate from morals. Herawati and Irama's research (2021) found that junior high school students drank more than the dosage limit of Komix cough medicine and inhaled the aroma of the glue to get the sensation or state of flying. Apart from that, a study conducted by Hanımoğlu (2018) showed that the most

*Corresponding author: iswinarti.psi@gmail.com

common forms of deviant behavior among students are drinking alcohol and smoking. Meanwhile, Anjaswarni et al. (2019) found that juvenile delinquency primarily refers to the use of narcotics, sexual harassment, and violent behavior. Agarwal's (2018) findings showed that teenagers' involvement in delinquency takes the form of heinous crimes such as murder, kidnapping and rape. The relevance to the current problem is that the emergence of gadgets allows teenagers to commit moral violations by cheating, delaying submitting assignments, not doing assignments, cheating on friends' assignments or exams, breaking school rules, not attending class on time, and playing. Gadgets in the classroom. This mistake is still often made again by students because they feel that their behavior is expected.

Changes in behavior and thought patterns will be vulnerable to occurring in adolescence (Krisnani & Farakhayah, 2017). Especially during junior high school, this is a time when children begin to learn to control their emotions, think critically, have a high level of curiosity about themselves and others, and learn to make decisions (Rosarian & Dirgantoro, 2020). When faced with a problem, teenagers' decisions seem to justify their thoughts and behavior. Students who make inappropriate decisions will channel them into negative behavior during this adjustment period. On the other hand, Nurnahdiyah et al. (2018) said that before making a decision, there is an important thing that appears first in determining whether an individual should make a decision, namely moral emotions.

Moral emotions are a state where an individual's emotions react when committing a moral violation (Haidt, 2003) and ultimately encourage the individual to produce specific moral behavior. Tangney et al. (2007) said that moral emotions had been considered to mediate between behavior and moral standards. Moral emotions play a role in preventing someone from making mistakes and fostering a desire to improve their behavior. Moral emotions are essential for teenagers so they do not repeat their mistakes and can avoid bad behavior. Adolescents with good moral emotions will certainly show behavior that has positive consequences for the interests or welfare of society (Pratiwi et al., 2020).

Emotions arise from every event students experience, where committing immoral acts makes them feel negative emotions. In contrast, positive emotions are directed at students who succeed in meeting the standards that have been set (Ramdhani, 2016). The study conducted by Svensson et al. (2013) on 843 adolescent students in The Hague showed that the moral emotions of shame and guilt strongly affect individuals who commit violations. Meanwhile, the research results found by Krettenauer et al. (2014) on adolescents aged 15-21 showed that moral emotions play a role in developing a moral personality, and decision-making influences moral behavior in everyday life.

Interaction with others in the environment is where students learn to gain life experiences in facing social challenges (Santrianawati, 2018). Most of this interaction is obtained when students do play activities with their friends. Playing pleasures students and teaches them to understand life, solve problems, communicate, and learn new, fun things (Aryati, 2020). Traditional games benefit children's growth and development (Iswinarti, 2017). Traditional games are play activities that contain elements of good values for life and are good for forming students' character (Zakaria et al., 2022). Traditional games will train children to start applying positive values in everyday life.

Iswinarti et al. (2016) stated that using traditional games through the BERLIAN method has significantly increased social competence, such as problem-solving, self-control, working together, and empathy. Research conducted by Hadi et al. (2018) revealed that providing traditional games led to a remarkable improvement in the social skills of junior high school students. In research by Lubis and Khadijah (2018), it was also found that traditional games can remarkably enhance

children's emotional intelligence. Research from Saputra and Ekawati (2017) showed that traditional games can instill character in children. Further findings in Hasanah's (2016) research stated that traditional games contributed significantly to forming physical, moral, and social abilities.

Traditional games have several types of playing groups. This type of play and competition will be used through gobak sodor and bentengan games. *Gobak Sodor* and *Bentengan* are competitive games played in groups using physical strength to attack opponents. This game is about physical prowess and training children to be sportsmanlike and develop their strategic thinking skills when game strategizing (Yudiwinata & Handoyo, 2014). There is an element of competition as the basis for successfully winning because the final system of this game is victory and defeat (Kurniawan & Sudrajat, 2020). This game does not use complicated materials but requires a large area, such as a field, to play.

Gobak Sodor is a group game divided into two teams by forming a checkered rectangle, where each square has a guard on the horizontal line and vertical boundary (Hidayah & Dini, 2022). Players must cooperate well in groups so that members can cross the line in each row to the end of the line without being touched by the guards. Players must have the right strategy for choosing line positions because if one member is touched, it will affect the group team (Fantiro & Arifin, 2019; Iswinartri et al., 2022). The value of moral emotions will be seen when players cross each line by thinking about how the following technique can escape the guard to get a high score and win, while the guard will strengthen the line's security. That way, the subjects will give rise to emotional feelings accompanied by various actions when playing but still act according to morals (Khisbiyah et al., 2021; Iswinarti, 2020).

The *Bentengan* game is also played by forming groups into two teams whose task is to chase the opponent until they are touched and used as hostages and touch the opponent's fort. This game will show the value of moral emotions when the subjects can protect and help each other when being chased by an opponent and carry out good communication to determine the strategy of who will guard the fort and advance to chase the opponent. The emotions of each player are not provoked when mocking each other (Abidah et al., 2019).

It can be seen that the benefits of this traditional game do not only focus on one aspect but produce an excellent impact on all aspects of children's development. That way, children will have the character of independence, responsibility, self-confidence, obedience to rules, honesty, persistence, respect for other people, patience, and the ability to work together and help each other and others. Adi et al. (2020) Therefore, traditional games are essential for them because they will help them live their lives in the future. Traditional game activities can be used as a means of education for students.

Previous research was conducted by Kurniawan and Zawawi (2017), who researched the traditional games of *Gobak Sodor* and *Bentengan* to build the character of elementary school students. The similarity in this research lies in using two traditional game models: *Gobak Sodor* and *Bentengan*. However, the difference between Kurniawan and Zawawi's (2017) research is the dependent variable (Y), namely building character, which differs from researchers researching moral emotions. The previous research (Irawan et al., 2018) had similarities to research on junior high school students. However, this research linked the traditional game *Gobak Sodor* variables to gross motor movements.

Based on the explanation of the research above, there is still no other research regarding moral emotions and the traditional games of *Gobak Sodor* and *Bentengan* among junior high school students that examines this phenomenon. Therefore, it is essential to carry out this research to increase your insight and prepare yourself to face failure or success at the next level. It is also using

two traditional games because we want to know how influential these games are on moral emotions in junior high school students. Thus, it is essential to research whether playing two traditional games strongly influences increasing moral emotions. This research aims to determine how much influence the traditional games of *Gobak Sodor* and bentengan have in improving students' moral emotions. The benefits of research are that, as a means in the world of education, traditional games can be a teaching method that has a good impact on students' moral emotions in the future and adds to the development of psychological knowledge. The hypothesis of this research is the influence of the traditional game "*Gobak Sodor* and *Bentengan*" on increasing the moral emotions of junior high school students.

METHOD

This research will use a quantitative approach with an experimental type of research. An experiment is a research that has the aim of finding out the mechanism of the cause-and-effect relationship of treatment (Latipun, 2002). Thus, the model design in this research is a pretest-posttest control group design. Measurements compare the situation before and after treatment to the experimental and control groups (Latipun, 2002). This experimental design uses a mixed design (between-subject design and within-subject design), where these measurements are carried out in different situations with different subjects. The research carried out measurements three times, initially filling in the pretest before being given treatment, then filling in post-test one after carrying out the intervention or being given treatment with one game, and post-test two given after playing the second game. This research will also use an intervention method in experiential learning, which aims to increase moral emotions in junior high school students.

The subjects of this research were junior high school students in Malang City and Malang Regency. Subject sampling was carried out using purposive sampling based on specific considerations, such as the characteristics and nature of the population being known in advance. The characteristics of the research subjects are male and female students aged 12-15 years who do not have mental disorders or physical disabilities. The subjects that will be used are 30 students with pre-test scores in the very low to very high category. Subjects that fall into the very low and low categories will be selected, and three groups will be formed, each with ten students. Subjects who have been divided will be randomly assigned to experimental group 1, experimental group 2, and control group. The norms for determining subjects are presented in Table 1.

Table 1.
Category Norms for Determining Subjects

Range of Score	Category
38-92	Very Low
93-101	Low
102-110	Medium
111-120	High
121-152	Very High

Two variables are used in the research: the independent variable (X) and the dependent variable (Y). The independent variable (X) is a traditional game. The form of treatment is through the game of *Gobak Sodor*, played by crossing each line until it is not touched by the opponent,

and the game of bentengan, which is played using two poles where each player attacks each other to get the opponent's pole. Meanwhile, this research's dependent variable (Y) is moral emotions, produced when individuals self-evaluate their moral violations.

The instrument for measuring moral emotions is the Test of Self-Conscious Affect for Adolescents (TOSCA-A) scale from Tangney, which was developed by Watson et al. and later adapted by (Dahrul, 2021). The TOSCA-A scale has 14 scenarios with 38 items in which adolescents experience events. The scale has been adapted to have a reliability index of 0.834. The moral emotion instrument was prepared based on aspects of moral emotion (Tangney et al., 2007), namely 1) shame, 2) guilt, and 3) pride. The scale used is a Likert scale type, which consists of four answers in the form of Strongly Agree (SS), Agree (S), Disagree (TS), and Strongly Disagree (STS). Subjects will assess the answer according to their existence in the same situation.

This research procedure was carried out in three stages as follows. Preparation phase, at this stage, the researcher initially assessed SMP Negeri 12 Malang. After obtaining the results of observations and interviews with students and teachers at the school, the next step was to deepen the material based on case findings at the research location. Thus, the researcher designed the module and scaled it according to the existing problems, tried out the measuring instruments, and tested the feasibility of the module on 18 students. The results showed that the students could understand the measuring instruments provided. After that, the researcher asked for permission to return to three schools in different locations, namely SMP PGRI 01 Karangploso and SMPIT As-Salam as the experimental group, then MTS Muhammadiyah 1 Malang as the control group, which aims to conduct research and carry out initial assessments for students by distributing an emotional scale. Morale to find out the pretest score obtained. From the pre-test results obtained, the selection of research subjects was adjusted to the category standards that had been determined to be able to follow a series of game procedures.

This intervention stage begins to provide treatment through the traditional games of *Gobak Sodor* and *Bentengan*. Subjects will be grouped based on the pre-test results, where 30 students are used, and each school only takes ten children. There is one school where ten students will enter the control group without any treatment, while the two selected schools receive treatment; each school takes ten children for experimental groups 1 and 2. Intervention activities from the traditional games of *Gobak Sodor* and *Bentengan* are carried out, respectively. A total of four sessions, one meeting will be held in two sessions for approximately 60 minutes per session. After playing one game, the researcher immediately reflected on learning moral emotions and providing feedback. Next, the subject will fill in the post-test scale every time the game has been played, given at the end of the game session.

The data analysis stage, the final step of the research, involved analyzing the subject data using the JASP (Jeffreys's Amazing Statistics Program) version 0.16.2.0 for Windows through non-parametric analysis. The Mann-Whitney and Wilcoxon tests were used. The Mann-Whitney technique was used to analyze the differences in the experimental group before and after treatment and the control group. The Wilcoxon technique was used to compare each aspect through the pretest and posttest data obtained in the experimental and control groups.

RESULTS AND DISCUSSION

The research on *Gobak Sodor* and *Bentengan* was done on 30 selected junior high school students based on previously determined characteristics. Subjects who met the criteria were divided into three research groups: ten students from SMP PGRI 01 Karangploso as experimental group 1,

ten students from SMPIT As-Salam as experimental group 2, and ten students from MTS Muhammadiyah 1 Malang as the control group.

Table 2.
 Overall Description of Research Subjects

Category	Experimental group 1	Experimental group 2	Control Group
13 Years Old	0	2	2
14 Years Old	7	8	8
15 Years Old	3	0	0
Male	6	3	6
Female	4	7	4

Table 2 shows that the subjects in experimental groups 1 and 2 consisted of eleven women and nine men, while the control group consisted of four women and six men. Next, the entire research data will be tested for homogeneity.

Table 3.
 Homogeneity Test (Test of Equality of Variances Levene's)

Group	N	Pre Test		Post Test 1		Post Test 2	
		F	P	F	P	F	P
Eksperiment 1	10	8.711	0.018	0.770	0.406	0.052	0.826
Eksperiment 2	10	0.212	0.657	0.005	0.947	0.150	0.709
Control	10	1.667	0.233	0.814	0.393	2.109	0.185

Table 3 shows the homogeneity test result on the experimental group 1, experiment 2, and the control group. Experimental group 1 in the pretest score showed a p-value < 0.05, which means the data results have a different variance (not homogeneous). Meanwhile, experimental group 1 in posttest 1 and posttest 2 each obtained a p-value of $p > 0.05$, as did experimental group 2 and the control group, which showed that the pretest, posttest 1, and posttest 2 each obtained a p-value of -each $p > 0.05$, where the data obtained has the same variance (homogeneous). After obtaining the results, a Wilcoxon test was carried out to see how the pretest and posttest scores differed in experimental group 1, experiment two, and the control group.

Table 4.
 Wilcoxon Test Results for Pretest and Posttest Data

Group	N	Moral Emotion Scale Scores Mean			Pre-Post 1		Pre-Post 2		Post 1-Post 2	
		Pre	Post-1	Post-2	Z	P	Z	P	Z	P
		Eksperiment 1	10	109.300	117.800	122.100	-2.666	0.009	-2.803	0.006
Eksperiment 2	10	102.300	107.400	114.300	-2.521	0.014	-2.803	0.006	-2.803	0.006
Control	10	105.600	105.900	105.200	0.524	0.657	0.944	0.410	1.604	0.181

Based on the results in Table 4, the Wilcoxon analysis test shows that the pretest and posttest results in experimental group 1 obtained a p-value < 0.05 ($p = 0.009$), showing a significant difference. The results in experimental group 1, who received the *Gobak Sodor* game, experienced

an increase in students' moral emotions after being treated with the *Gobak Sodor* game.

The pretest and posttest 2 results in experimental group 1 obtained a $p < 0.05$ ($p = 0.006$), showing a significant difference. The results of experimental group 1, which received the *Bentengan* game, experienced an increase in students' moral emotions after being given the *Bentengan* game treatment.

The results of posttest one and posttest 2 in experimental group 1 obtained a $p < 0.05$ ($p = 0.022$), showing a significant difference. The results in experimental group 1 showed increased students' moral emotions after being treated with the *Gobak Sodor* game, then given the *Gobak Sodor* and *Bentengan* games again.

The pretest and posttest 1 results in experimental group 2 obtained a $p < 0.05$ ($p = 0.014$), showing a significant difference. The results in experimental group 2, which received the *Bentengan* game, experienced an increase in students' moral emotions after being given the *Bentengan* game treatment.

The pretest and posttest 2 results in experimental group 2 obtained a $p < 0.05$ ($p = 0.006$), showing a significant difference. The results in experimental group 2, who received the *Gobak Sodor* game, experienced an increase in students' moral emotions after being treated with the *Gobak Sodor* game.

The results of posttests 1 and 2 in experimental group 2 obtained a $p < 0.05$ ($p = 0.006$), showing a significant difference. The results in experimental group 1 showed increased students' moral emotions after being treated with the *Bentengan* game, then given another *Bentengan* and *Gobak Sodor* games.

The pretest and posttest 1 results in the control group obtained a $p > 0.05$ ($p = 0.657$), indicating no significant difference between the two test scores. This is in stark contrast to the experimental group, where the *Gobak Sodor* game increased moral emotions among students. Similarly, the pretest and posttest 2 results in the control group, with a p-value of 0.410, show no significant difference between the two test scores. This further highlights the unique impact of the *Gobak Sodor* game on the experimental group, leading to increased moral emotions among students.

The results of posttests 1 and 2 in the control group obtained $p > 0.05$ ($p = 0.181$), indicating no significant difference between the two test scores. The control group, which was not treated with the *Gobak Sodor* game, then *Gobak Sodor* and *Bentengan* or vice versa, did not experience an increase in moral emotions in students.

Table 5.
 Mann Whitney Test Results

Group	Post Test 1 – Pre Test			Post Test 2 – Pre Test			Post-Test 2 – Post-Test 1		
	P	Mdn	MAD	p	Mdn	MAD	p	Mdn	MAD
Eksperiment 1 & Control	<0.001	2	3	<0.001	2	4	0.002	0	0.5
Eksperiment 2 & Control	0.006	2	2	<0.001	2.5	4	<0.001	0.5	2
Eksperiment 1 & Eksperiment 2	0.044	5.5	2.5	0.909	8.5	5.5	0.139	4	3

*Note: Median (Mdn): Median score, Median Absolute Deviation (MAD): Absolute measurement of data distribution.

Based on the results in Table 5, the Mann-Whitney analysis test shows that the results of posttest 1 - pretest from experimental group 1 and the control group obtained a p-value of <0.05 ($p < 0.001$), showing a significant difference in experimental group 1 which was given the *Gobak Sodor* and the control group that was not given game treatment. Thus, the group that was given game treatment had an increase in moral emotions compared to the group that was not given treatment from the start.

The posttest 2 – pretest results from experimental group 1 and the control group, as indicated by a p-value of <0.05 ($p < 0.001$), showed a significant difference. This difference underscores the positive impact of providing treatment with two games (*Gobak Sodor* and *Bentengan*) on students' moral emotions, which was more pronounced than in the control group that did not receive any treatment.

The posttest 2 – posttest 1 results from experimental group 1 and the control group, with a p-value of <0.05 ($p = 0.002$), showed a significant difference. This difference highlights the superiority of the group treated with two games (*Gobak Sodor* and *Bentengan*) in improving students' moral emotions compared to the group treated with just one game or the control group that did not receive any treatment.

The posttest 1 – pretest results from experimental group 1 and the control group obtained a p-value < 0.05 ($p = 0.006$), indicating a significant difference between experimental group 1, which was given the *Bentengan* game, and the control group, which was not given the game treatment. The group that was given game treatment had an increase in moral emotions compared to the group that was not given treatment from the start.

The posttest 2 – pretest results from experimental group 1 and the control group obtained a p-value of <0.05 ($p < 0.001$), indicating a significant difference between experimental group 1, which was given treatment with two games in the form of *Gobak Sodor* and *Bentengan* games, and the control group which was not given treatment. The group that was given two-game treatment had a higher increase in moral emotions than the group that was not given treatment from the start.

The posttest 2 – posttest 1 results from experimental group 1 and the control group, with a p-value of <0.05 ($p = 0.002$), showed a significant difference. This difference highlights the superiority of the group treated with two games (*Gobak Sodor* and *Bentengan*) in improving students' moral emotions compared to the group treated with just one game or the control group that did not receive any treatment.

The comparison between posttest 1 – pretest results of experimental group 1 and experimental group 2 reveals a significant difference (p-value < 0.05 , 0.044). This suggests that the *Gobak Sodor* game, when used alone in experimental group 1, has a more pronounced effect on increasing students' moral emotions than the *bentengan* game used in experimental group 2.

The results of the posttest 2 – pretest from experimental group 1 and experiment 2 obtained a p-value > 0.05 ($p = 0.909$), indicating no significant difference between experimental group 1, which was given *Gobak Sodor* and *Bentengan* treatment, and experimental group 2, which was given *Bentengan* treatment and *Gobak Sodor*. The results obtained between the two groups were not too different in increasing students' moral emotions.

The results of posttest 2 – posttest 1 from experimental group 1 and experiment 2 obtained a p-value > 0.05 ($p = 0.139$), indicating no significant difference. Thus, there was no significant difference in moral emotion increase between experimental group 1, which was given one game treatment, compared with those given treatment with two games in the form of *Gobak Sodor* and *Bentengan* or experimental group 2, which was given treatment with one game when compared with treatment with two games in the form of *Bentengan* and *Gobak Sodor*.

The research that has been carried out shows that applying the traditional games of *Gobak Sodor* and *Bentengan* using experiential learning methods can increase moral emotions in junior high school students. These results align with research conducted by Marzoan and Hamidi (2017), which found that the traditional games of *Bentengan* and *selodoran* positively influence and improve students' social competence. This is further reinforced by Mashuri's (2022) research that showed the application of traditional games at the junior high school level has a powerful

influence on strengthening character education, meaning that traditional games can be very effectively applied to junior high school students as character boosters. The increase in this research can be proven by the pretest scores on the moral emotion scale, which were lower to moderate when compared with the posttest results on the moral emotion scale, which obtained higher scores in experimental group 1 and experiment 2. Meanwhile, there was no increase in the control group. The posttest scores were compared with the pretest scores on the moral emotion scale.

The initial conditions in the experiment and control groups before treatment showed the same conditions in the very low, low, medium, high, and very high categories. However, the results of data analysis based on the Mann-Whitney test in the three groups showed differences when viewed from the average value of moral emotions in students, where experimental groups 1 and 2 had higher scores after treatment than before treatment. In contrast, the control group was not given treatment; there was no improvement, also in line with research by Maulana et al. (2021), which revealed that the experimental group, which used traditional games in their learning process, was more likely to be active and communicative than the control group. In this way, the experimental group has a more substantial influence on the student growth and development process in a positive direction than the control group.

The research subjects were junior high school students in their early teens, where teenagers will experience changes in themselves that encourage individuals to learn new things. Adolescents not only organize their experiences and observations they observe, but they can also change their thinking to develop new ideas because this additional information makes their understanding deeper (Sary, 2017). Through traditional games, children are taught many things about positive values so that the knowledge and information obtained directly can be applied in everyday life. In playing the *Gobak Sodor* game, children will face challenges when they step across the line in each box. Listyaningrum (2018) revealed that children begin to develop their thinking skills to organize strategies with the group by calculating or predicting the possibility of what will happen later, the rule that enforces honesty when touched by opponents or when breaking the rules that have been. Meanwhile, when playing the game of *Bentengan*, they pursue each other to make them prisoners and seize the opponent's fort. Playing this game is not easy because players must help each other to defend the fort and group members through compact cooperation, must respect each other whatever happens in the group, be responsible for the tasks given, be honest with each other, and obey the rules of the game, and be brave. in making decisions (Prasetio & Praramdana, 2020). Thus, these two games can help improve students' moral emotions by considering the consequences that will occur from an action taken. The efforts to improve students' moral emotions are through traditional games of *Gobak Sodor* and *Bentengan* and experiential learning methods. Each game is carried out in 4 sessions, where this form of experiential learning is at the end of the session reflecting after the children have carried out playing activities. Playing allows children to learn and stimulate their development; play allows them to explore themselves and the environment, express their feelings, hone their socialization skills with friends, and gain experience (Putro, 2016).

A child's life is synonymous with playing time, providing traditional games that have an educational nature. It can be a vehicle for developing and cultivating positive character education values in children (Suherman, 2017) coupled with experiential learning, which involves direct experience from learning through reflection, where students reflect on the results of observations that have been made based on the knowledge possessed by students and this influences student's cognitive understanding, feelings and behavior (Hariri & Yayuk, 2018; Sholihah & Mahmudi, 2015). Additionally, experiential learning encourages students to think more about what they learn, actively ask questions, make decisions, and explore and practice what they have learned daily

(Priatmoko & Dzakiyyah, 2020). This research will reflect on aspects of shame, guilt, and pride. While playing *Gobag Sodor* and *Bentengan* students will reflect on their experiences with the help of the facilitator.

The facilitator is not only tasked with directing the course of the game but also helps students reflect on their experiences in each session after playing. During the reflection process, initially, the facilitator invites students to explore their feelings when they commit a violation in the game when they win the game, experience defeat, act cheating, and see team members who are injured. Then, the facilitator invites students to gain knowledge and understanding from the lessons learned and then directs them to apply the experience gained while playing in everyday life. However, suppose there are errors in students' understanding, emotions, and moral behavior. In that case, the facilitator will correct this by providing stimulation through examples or teaching students to try to understand other people's points of view and asking students to express the findings of their new experiences. Reflection comes from evaluating students' understanding of experiences that occur naturally through discussion activities (Refai & Klapper, 2016). To reflect, students need help from parents or teachers to make the learning experience effective.

Reflecting reveals the emergence of aspects of shame, where the mistakes made do not make students distance themselves from the group because of their shame but rather show better self-improvement; students do not easily blame themselves when the group experiences defeat because of their actions and do not deny it when an incident occurs. In guilt, students feel sorry when speaking rudely, apologize directly when they make a mistake, and are more careful when acting. For pride, students feel happy when they win a game, still feel proud even if they lose because they have tried, and express gratitude to each other and group members for their achievements. Based on this explanation, experiential learning methods can help improve aspects of moral emotions. Apart from that, a study conducted by Nirmala et al. (2020) showed that the experiential learning method has increased the empathy of middle school students towards perpetrators of bullying. In-game activities, feedback is also provided at the end of each session. The facilitator trains the students to state what events occurred while playing, what caused the players to commit violations, how the students struggled to win the match, how they felt when they won, lost, or made a mistake, and what they gained after playing the *Gobag Sodor* and *Bentengan* games. Apart from that, the facilitator also directs students so they do not repeat wrong actions, motivates students, explains the concept of right and wrong, and explains what to do when negative emotions arise.

The observation results showed an increase in moral emotions in each session. At the beginning of the *Gobag Sodor* or *Bentengan* game session, students were seen being dishonest when touched by the guards. Players felt normal after touching their opponents too hard, blaming each other, and saying harsh things; emotions were provoked when their opponents managed to outwit the players, and the way they played did not comply with procedures. However, in subsequent sessions, this behavior did not reappear. However, instead, the student's behavior changed for the better, such as quickly apologizing when they accidentally made a mistake, following the game according to the rules, being able to control their emotions, and providing support to each other so they do not give up when they are at the threshold. Defeat, reminding group members when they accidentally break the rules, discussing game strategies, making joint decisions, respecting each other's efforts and hard work, not feeling competitive, and having a high sense of empathy towards friends.

Furthermore, peer factors support an increase in moral emotions. Through patterns of interaction with peers, they can give and receive information from each other, and peers become examples for students to behave. Carrying out interactions can influence behavior and thinking (Alviyan et al., 2020). Peers are essential in groups to provide social, moral, and emotional

encouragement, teach social skills, solve problems, and control themselves (Kurniawan & Sudrajat, 2020). Encouragement is given through actions of mutual understanding, advising fellow friends, telling about problems that occur, then carrying out the tasks given, being responsible for their respective tasks, not being quick to anger, not being selfish, being able to solve conflicts, and finding solutions to problems in an integrated manner. Together. By forming habits of good behavior in life, children will have the awareness and commitment to implement good things in every activity. This is what is called a learning experience. Iswinarti et al. (2018) stated that experiential learning leads to the process of children learning from their experiences, and through these experiences, they can learn directly by playing traditional games. The results of this research are also supported by (Schrier, 2019), who showed that one way to learn and detect new knowledge regarding moral behavior, perspectives, and cognition is by developing and using games.

Although this research obtained results according to the hypothesis, it has shortcomings and limitations. During the fielding process, researchers had difficulty finding schools to be research locations because the exam period was approaching, so the research location that was obtained had to be carried out immediately within a reasonably limited time. There is one school with a field that is not large enough, so it uses two classrooms for play areas, and this makes students uncomfortable because, in the classroom, there are objects that are vulnerable to damage and endanger students. Apart from that, when working on the pretest scale, posttests 1 and 2 in the classroom, some subjects cause crowds, thus making the classroom less conducive and disturbing other students. Even though the division of subjects was taken randomly, 1 group was in the same school, which was a limitation in this research because the subjects knew each other and were already familiar.

CONCLUSION

The results of the experimental group and control group research show that through the traditional games of *Gobag Sodor* and *Bentengan*, there is an increase in moral emotions in junior high school-age children. This result can be seen from the moral emotion scale scores that show a significant difference, meaning that the experimental group given the treatment experienced a significant increase. In contrast, the control group showed no significant difference. This can be further strengthened by the average score of pretest, posttest 1, and posttest 2 in experimental groups 1 and 2, showing an increase compared to the average score of pretest, posttest 1, and posttest 2 in the control group, which did not experience an increase or change.

The implication of this research for educators is to use the traditional games of *Gobag Sodor* and *Bentengan* using the experiential learning method as reference material for students in learning moral education at school. Researchers suggest that you can use just one of the games because each game can equally increase moral emotions. The two schools used as experimental groups are expected to continue playing traditional games even though they will use other games, which are still associated with increasing moral emotions.

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