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Character development based on local wisdom through hodgepodge games at Unimuda Sorong laboratory school, Southwest Papua

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ABSTRACT

Reading ability is basically an important pillar of improving the character quality of students. This study aims to describe the results of character development based on local wisdom through the Wore Gado game on READING abilities at the UNIMUDA Labschool, Sorong, Southw est Papua. This study focuses on the character focus of the children of the Kokoda tribe as reflected in the application of the Wore Gado game as a means of literacy culture based on local wisdom. The method in this study applies the ADDIE development method (Analysis, Design, Development, Implementation, Evaluation). The method applied in this research is in the first three stages of the ADDIE model, namely Analysis, Design, and Development. The subjects in this study were students of the UNIMUDA Sorong labschool class I and II Elementary School. The results of this study include (1) needs analysis: UNIMUDA Sorong labschool students in grades I and II need innovative literacy learning strategies; (2) design: partial reconstruction of the Wore Gado game as a means of literacy culture; (3) development: development of 4 characters including responsibility and cooperation, hard work, and independence based on local wisdom obtained from the Wore Gado game. The conclusions of this research are and independently based on local wisdom obtained from the Wore Gado game. The conclusions of this research are and independently based on local wisdom obtained from the Wore Gado game. The conclusion of this research is that traditional games worn gado can be applied and implemented in student literacy activities so that they are able to grow characters based on local wisdom of the Kokoda Tribe.

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INTRODUCTION

Ability read on basically is Wrong One form skill speak Which productive. Activity read very well important for student (Yulizah, 2020). However, the reality What Which happen in Kokoda village as location target study, there is findings phenomenon that is low interest readskills student Not yet in accordance with What Which expected by curriculum. Year 2013 Curriculum demand ability read for add knowledge. Matter This in line with (Rahman, 2020) Which state that read is effort effective For add knowledge, namely activities read Which meant in matter This Also can build character student If reading material can digested with Good. Build character participant No will succeed off from effectiveness culture local Which There is in around environment student. (Kurniawati, 2022) describes how local culture will have greater meaning because it can foster a sense of love for humans and the universe. One way that teachers can take in schools is by integrating local wisdom values into the learning process at school. By integrating local wisdom values into learning, it is hoped that students' nationalism will be maintained. (Yulanda & Ramada, 2023) .

Matter This in accordance with What Which There is in environment social public Kokoda in region Push Papua Southwest. Activity student more leading on activity routine Which intersect with natural, Wrong One activity Which done student in environment is tree sago, hunt in forest, fishing in swamp, swim, And game traditional. Wrong One game traditional Which There is in Village Kokoda is game w ore gado. The game is in a way traditional played in a way in groups Where every group can consist of from four until six people. In game This need tool in the form of rope Which originate from root banyan Then accompanied by with song traditional. Moment This game This can played with wicker rubber bracelet. This reinforced with opinion the (Aritonang et al., 2020) Explain game traditional will capable increase quality character child. Activity culture (Game Custom Wore Gado) can associate with culture literacy student.

Matter This reinforced with opinion (Rokmana Rokmana et al., 2023) Which explain that culture literacy have role important in life participant educate Which is at on era knowledge And technology moment This. Civilization character participant educate can built through culture literacy drip weigh down on activity read as capital beginning participant educate become generation literacy. Results character from game wore gado among them is character not quite enough answer and cooperation, character Work hard, And character independent. Fourth character Which there is on game w ore gado very relevant with demands 18th character the student Which there is in curriculum 2013 (Saputri & Purnasari, 2023) Education character on curriculum 2013 is education Which develop values culture And character on self-participant educate so that become the foundation for they For reason, ethical, And act in speak say in self-development as creature individual And social.

Character First in game w o r e gado is character not quite enough answer and cooperation, in A team for to win game This team must solid And each other believe. According to until (Pramasanti et al., 2020) character not quite enough answer And cooperation applied in Curriculum 2013 through activity like learning, spontaneity, exemplary behavior, habituation That can to form Spirit not quite enough answer And

Work The same. Character furthermore is cooperative character according to (Cahyaningtyas et al., 2023) Character cooperation is Wrong One from 18 character in curriculum 2013 Which is character important Which must capable owned student solve problem And problem in his life. Character furthermore is character independent explained by (Suardi, Nursalam, 2020) Education character independent is so that aware done For to form character And mentally participant educate so that No happen things Which No Desired depends on help person other in solve problem.

Study related development character has Lots done by various party including by (Kinanti & Wicaksono, 2021; Awang et al., 2021; and Khasanah et al., 2023,) The three studies the have equality with study This that is located on formation values character Which intersect with curriculum 2013 Which applied through currently Study. The difference located on object his research, study previously only focused on the object strategy education character, planting character, and development character book text based on mark. Whereas study This referring to on object based on development character about wisdom local through Wrong One game traditional for increase ability read student. Urgency study This is for increase ability read student through game traditional w o r e gado so that can develop values character Which There is on self-student. Based on explanation the so can concluded that game traditional use gado can applied and applied in activity literacy student so that capable develop character based on wisdom local Ethnic group Kokoda.

METHOD

Design development on study This apply three part main model *Analysis, Design, Develop, Implement, Evaluate* (ADDIE) according to (Hidayat & Nizar, 2021) Model ADDIE is a method that prioritizes the analysis of how each element interacts with each other by coordinating according to the existing stages. In study This, stages ADD IE in design developer as following:

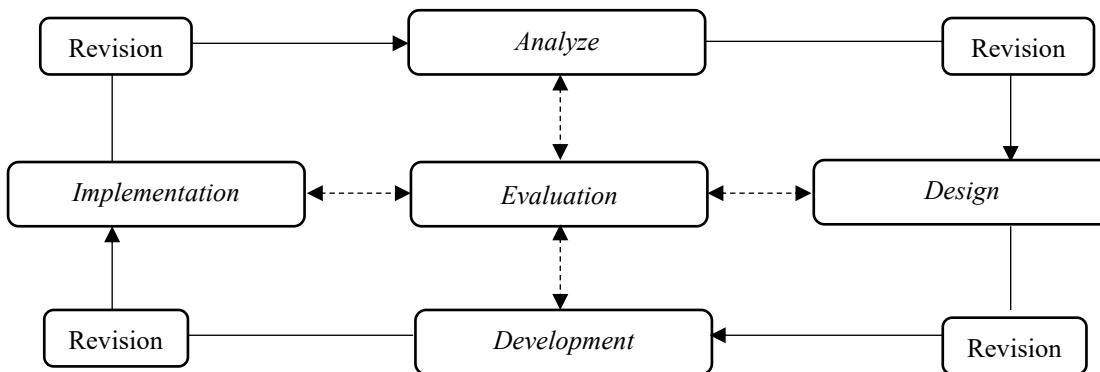


Figure 1. ADDIE model flow

In this study, in general, the stages in the ADDIE model consist of five steps consisting of Analyze, Design, Develop, Implement and Evaluate. In this stage, it is carried out procedurally. The following is a table of the stages of developing the ADDIE model learning design procedurally.

Table 1. Instructional design: The ADDIE approach

	Draft	Procedure general	Caption
Analyze	Identification reason the occurrence problem in learning and pre-planning that think or decide about the eyes lessons or the course that will be given.	<ol style="list-style-type: none"> 1. Validation 2. Determine objective instructional 3. Analyze student 4. Auditing source Which allows 5. Change A plan management project 	Summary Analysis
Design	Verification results or achievements that wanted (objective learning) Anddetermine the methodor strategy Which will applied.	<ol style="list-style-type: none"> 1. Do inventory task 2. Make objective performance 3. Produce strategy testing 4. Count return on investment 	Design short
Develop	Develop and validatesource Study as well as development material and strategysupporters who needed.	<ol style="list-style-type: none"> 1. Produce Contents 2. Sorting And develop mediaSupporter 3. Develop guidance For Student 4. Develop guidance For Teacher 5. Do Revision Formative 6. Do Test Try 	Source Study
Implement	Preparation learning environment, and implementation learn with involving student	<ol style="list-style-type: none"> 1. Involving student 2. Involving Teacher 	Strategy Implementation
Evaluate	Evaluate qualityproduct and process learning	<ol style="list-style-type: none"> 1. Determine criteria evaluation 2. Choose tool evaluation 3. Do revision 	Plan Evaluation

This research was conducted in depth through a series of stages. starting from the beginning to the analysis of research data. The research procedure refers to Figure 2.

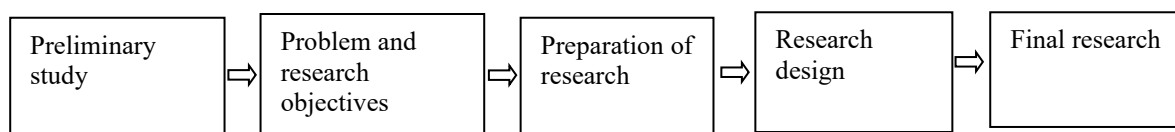


Figure 2. Research flow

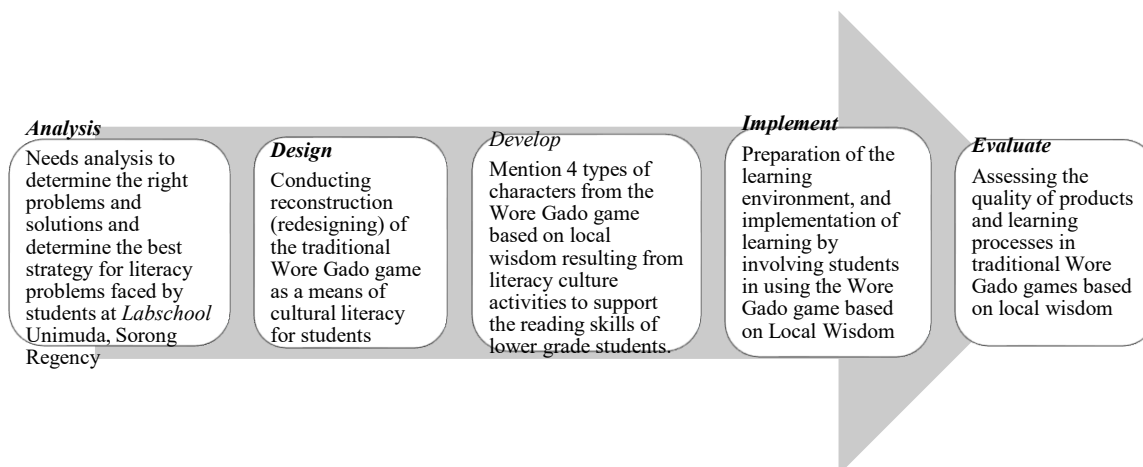


Figure 3. Application of the ADDIE model (Cahyadi, 2019)

RESULTS AND DISCUSSION

Data collection technique

Data collection was conducted using more than one instrument. The instruments and types of data used in this study are as follows:

Table 2. Data Collection Techniques

Data Types	Method	Student test sheet	Data collection time
Reading ability	Test	Student test sheet	s
Local wisdom through Gem wore Gado	Student project result sheet	Student worksheets and assessment rubrics	After treatment
Character development	Non-test	Scale of attitude	Before and after treatment
	Interview	Interview guidelines	At the end of the activity after treatment

Results study This can under scrutiny through three sub results study as following.

Need Analysis

Based on results survey need through distribution questionnaire to 100 child in region Kokoda Regency Push obtained data as following. In general level ability read children in region Kokoda Still very low. This Can So seen through diagram following.

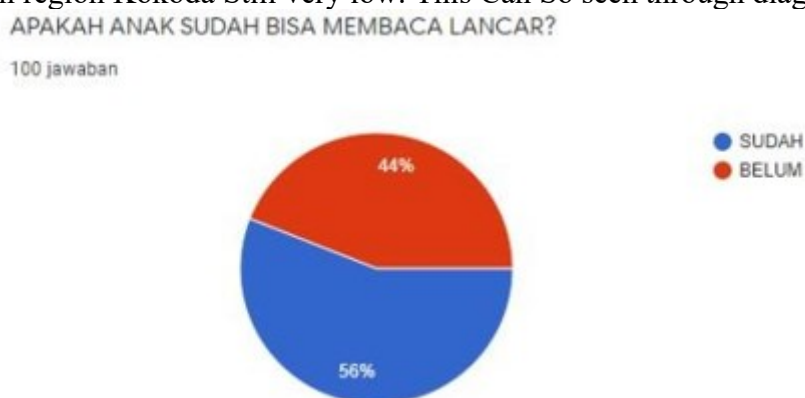


Figure 4. Fluency child in read

Based on Figure 4 in on can it is said 56% child Village Kokoda can read with fluent, whereas 44% Not yet can read with fluent. However, which need It is noted and underlined that although 56% can read fluently, on average they can only read without understand What Which they read. Matter this is it Which Then become important for found the best solution. Furthermore, in side other, level pleasure or hobby read is more from 50% state like read, matter This can see through diagram following;



Figure 5. Level pleasure read child

The problem Which can under scrutiny is 51% Village boy Kokoda Already have level hobby read. While 49% Still Not yet interested read. However, if seen from side others, lack of facility literacy and education Which adequate infrastructure for student or children in Village Kokoda cause they No capable develop interest read. With thus, they only Can expect material reading Which available in school, for example just as material reading for material learning in general. From problem the, finally narrow in level understanding student in matter skills read. Matter this can see through diagram following.



Figure 6. Barriers and difficulty read

Based on Figure 6 explain that from 100 Respondent Which There is made into sample, 57% experience difficulty read, whereas 43% No experience difficulty read. On at first, they say they has read part beginning smoothly. However, in side other they Still Have difficulty read in a way classical. For example, just Can't differentiate letter /b/ and /d/, unable to sound letter /r/ fluently, difficulty distinguish sounds /e/ and /é/, often times give ending sound /h/ in words ending with vowel /a/ such as /bisah/, /sayah/ and so on. Based on results analysis need on child Kokoda Village Still need strategy Which powerful for increase ability read they. This is it Which make it

possible is application game traditional Which has illuminated and constructed m technique literacy Which can increase reading ability.

Reconstruction Game Wore Gado

The reconstruction of the wore gado game is designed through four core stages, including Which following this: (1) Preparation, things Which need prepared so that Can going to game gado dress is as follows; Prepare fiber banyan tree, Song "Come on leave school" and reading media (books story), (2) Incubation, stage incubation will made mechanism process game wore gado Which juxtaposed with stage literacy. The mechanism is as following: Formed two group, except level skill reading, Group First become holder rope whereas group second become Players, Introduction song "Come on leave school" Students play in accordance rule game, if player succeed finish song while jump rope so the game finished declared successful, (3) Illumination, on stage illumination will produce draft game new Which covering stage installation incubation. Game Wore Gado designed as following:



Figure 7. The original shape of the rope and the process of playing Wore Gado

Picture 7 is forming original rope Which obtained from coconut fiber tree banyan namely woven elongated until to form rope Which flexible. So can played with very flexible and process game wore gado Where one person jumps follow rhythm song while two persons hold end rope and turn it around one way needle O'clock with count round Which in accordanceto the song said. Development text the song is as follows:

"Come on School"
 To school...let's go to school
 Go to school...learn to read books
 Come on...let's have fun
 Jump jump...jump one leg
 /a/, /i/, /u/, /é/, /o/

Discussion in study this referring to on objective main design w o r e game gado to children in village Kokoda for give experience and outlook about skills read age early. Wore Gado game in terms of this implemented with wisdom local and values character, so that it uses gado game will capable increase culture literacy read student through a system song, understand sound alphabet, and pronounce the sound language. Through discussion in on, development character in matter This produced from stages incubation.

Table 3. Development 4 type characters contained in the Wore Gado game

18 Character Demands of K-13	Game Characters Wore Gado	Indicator Character
Religious Honest	Responsibility	A person's attitude and behavior in carrying out the duties and

18 Character Demands of K-13	Game Characters Wore Gado	Indicator Character
Tolerance Responsibility		obligations that must be carried out towards oneself, society, and the environment (nature, social and culture), the country and God Almighty.
Hard Work Creative Love peace Democracy Curiosity National Spirit Love of the Country Appreciating Achievement Friendly/Communicative Independent Love Reading Environmental care Social Concern Discipline	Hard Work Cooperation (Friendly/Communicative) Independent	It is something that can be done seriously without getting tired This attitude and action drive him to produce benefits for society, and to acknowledge the success of others. Attitudes and behaviors that are not easy to rely on others to complete tasks without relying on others to complete their tasks

On stage incubation expected happen maturity student character become points important Which appear through a skills, skill, and knowledge that reflected in four character main, (1) character not quite enough answer with indicators about attitude And behavior somebody For carry out task and obligation which should done by oneself Alone, public, environment life (natural, social And culture), country and lord which maha one, (2) work hard with indicator that is something which done with truly without know tired, (3) cooperation with indicators attitude and action which push himself for produce things Which beneficial for public, and admit success person other, and (4) independent with indicator Attitude and The behavior that no easy depends on person other for finish task without depends on person other for finish the task they. The discussion can understand more details through exposure the chart understanding following.

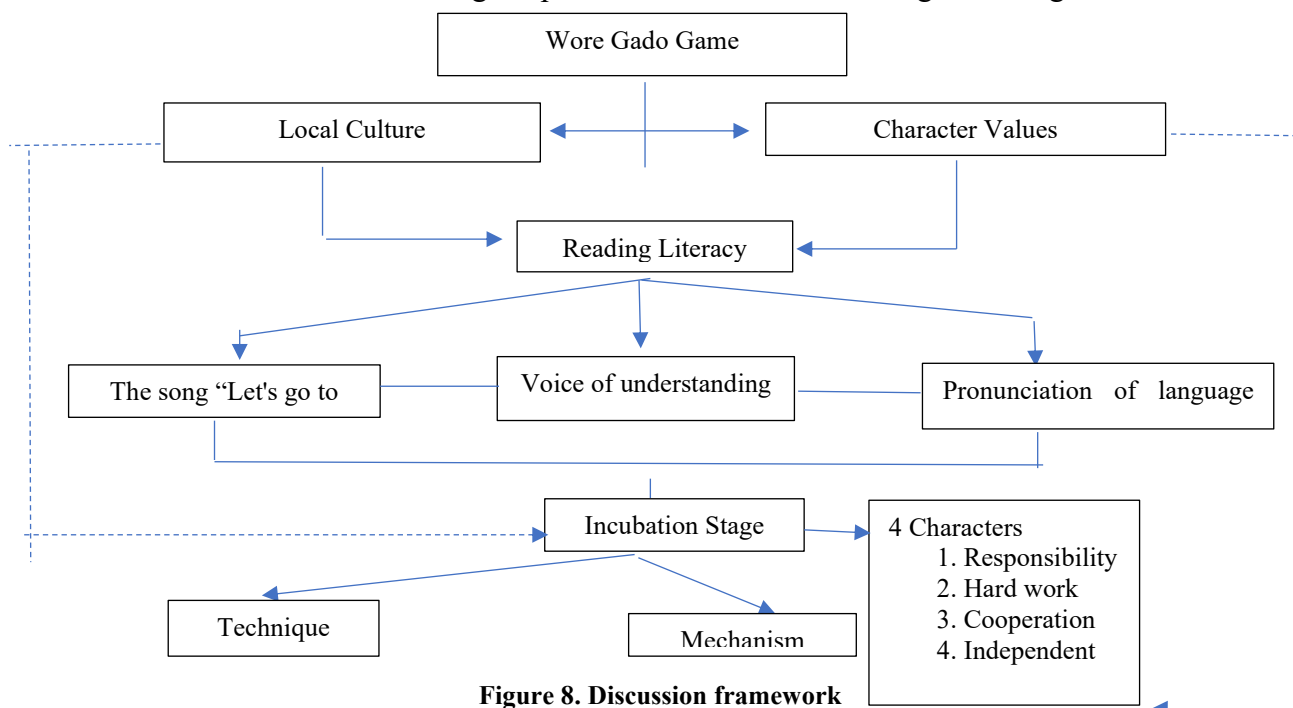


Figure 8. Discussion framework

CONCLUSION

The conclusion in this study is the ability read is the basis important in improvement quality character participant educate. This study aims to describe the results of character development based on local wisdom through Wore Gado game on Reading ability at UNIMUDA Lab school Sorong West Papua. Research This focuses on the character of the Kokoda tribe children which is reflected in the implementation of the Wore Gado game. as a means of literacy culture based on local wisdom. The method in this study uses the method ADDIE development (Analysis, Design, Development, Implementation, Evaluation). The method applied in study This is on three stage First model ADDIE that is Analysis, Design, And Development. Subjects study This is student lab school UNIMUDA Push class I And II SD. Results study This between other (1) needs analysis: UNIMUDA Sorong Lab school students grades I and II need learning strategies innovative literacy; (2) design: reconstruction of part of the Wore Gado game as a cultural medium literacy; (3) development: development of 4 characters including responsibility and cooperation, hard work, and independence based on local wisdom obtained from the Wore Gado game. The conclusion of this study is independent based on local wisdom obtained from the Wore Gado game. Conclusions from the study This is game traditional use gado can applied and implemented in activity literacy student so that capable grow character based on wisdom local Ethnic group Kokoda.

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