



NeCard Moral Debate: Principal Moral Strengthening Game Media

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Abstract. The purpose of this research is to create a Moral Debate NeCard game for school principals. NeCard is a modified media game from snakes and ladders and card games, which is played by the principal, to improve and strengthen the principal's morale in leading the school. This research uses the development model of Baker and Schutz (1971). To find out the feasibility of this game product, we asked game participants to evaluate this media from three aspects of assessment (appearance, material, and benefits of game media). Participants who took part in this game were 40 principals at an elementary school in Malang City, Indonesia. The results concluded that the game media is feasible to use according to the purpose of its manufacture.

Keywords: NeCard · Moral Debate · Game · Principal · Leadership

1 Introduction

The principal as an educational leader in his school certainly cannot be separated from various problems and challenges [1–3]. The problems he faces are often related to the organization and efforts to improve the quality of schools. As a leader, the principal must be constructive and positive in viewing the problems faced by the school [4–6]. Various efforts can be made by the principal to solve all school problems, for example by making decisions [7–9]. We developed a game that aims to improve and also strengthen the morale of the principal's leadership. We developed this game rationally that in addition to the principal as a formal leader in the school, he is also a human being in the school's social group, who has creative power and also needs things to please the principal so that he is happy and comfortable leading the school [2, 10–12]. Therefore, the principles of the game that we developed are fun, recreational, and constructive.

We developed this game, with the concept of participants in the game debating issues that exist in schools, both on a regional, national and regional scale. The principal through this game can exchange ideas and experiences in solving problems according to the theme of the game. The theme of the game that we designed in this principal debate moral game is the quality of human resources, creative students, financial efficiency, anti-corruption schools, school libraries, disaster prepared schools, child-friendly schools, protection of the teaching profession, education morals, and school committees [2, 13–15]. For school principals, this game can be used as a means for principals to strengthen relationships

with other school principals, with the hope that they share experiences and knowledge in leading schools [16–18]. In addition to strengthening relationships, this game is useful for reducing stress, part of “me time”, improving brain function, stimulating the mind and increasing creativity, and making a person feel younger and energetic.

Playing can also be a means of expressing emotions because someone does activities that can make him laugh with joy and scream with enthusiasm. This game program will give satisfaction to the principal [2, 19]. Upton’s [20] study found that the function of play for adults is for psychological well-being, cognitive development, social and emotional development, and physical development. Suyanto’s [21] study also concluded that the function of playing for adults is to develop motor skills, cognitive abilities, affective abilities, language skills, and social skills. In essence, games for adults are very influential on strengthening the soul. Through games that are systematically designed, people will have a broader understanding of life and all the problems that accompany it. Games designed to make participants wiser in seeing problems from various perspectives. The purpose of this study was to make a game for the principal in order to improve and strengthen the morale of the principal as a leader.

2 Methods

Based on the research objectives, this research uses the development model proposed by Baker and Schutz [22], which consists of seven steps - formulation, instructional specifications, item tryout, product development, product tryout, product revision, and operations analysis. This research was conducted in 40 elementary schools in Malang City, Indonesia. The participants of this program are 40 principals. To find out the feasibility of the game products we developed, we asked the participants to evaluate the game products from the aspect of appearance, material, and the benefits of game media. The results of the evaluation data from the participants were analyzed by descriptive statistics [23], by calculating the minimum score, maximum score, mean, standard deviation, skewness and kurtosis [24–26].

3 Results and Discussion

The game product that we have developed, we named NeCard Moral Debate. NeCard is a modified media game from snakes and ladders and card games, which is played to inspire principals to do introspection in improving school leadership skills and developing school quality, by playing fun games. The principle of this game is fun, recreational, open, constructive, and responsible. Figure 1 presents a miniature of the NeCard.

This NeCard game is made of: modified snake and ladder (size 35 x 40 cm); six-sided dice (2 x 2 cm); NeCard pawn (5 cm high), NeCard card (8 x 12 cm), and stationery. The NeCard card contains: (1) general problems of the new principal, collective reflection in the form of debate; (2) appreciation, can be supported by gifts or other award documents; (3) contextual cases and reflections; (4) punishment, singing the national anthem, regional, Pancasila, the Preamble to the 1945 Constitution, Ekaprasetya Korpri, or self-pledge; (5) guess the content umbrella, for example social competence content,

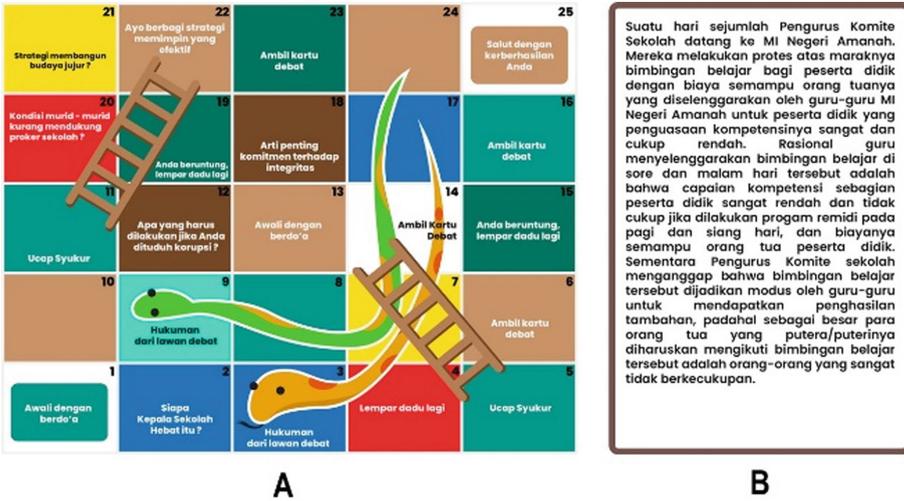


Fig. 1. Gameboard (A) and Debate Card (B)

participants are asked to conclude the category; and managerial and leadership strategies with limited infrastructure.

The instructions for the NeCard game are: (1) each debate material is bimbingan carried out for a maximum of 10 min and the overall debate activity is carried out for a maximum of 60 min; (2) the game is done in groups with 3, 5, or 7 members; (3) assign 1 chairperson for each group and 1 debate manager who manages debate activities; (4) the group agrees (randomly) to determine the participant who starts early, and takes turns with the serial number; (5) the group that throws the dice is the PRO group (people who agree); (6) prepare dice, snake and ladder board, and NeCard cards; (7) roll the dice, the number of dots indicates the number of moving steps; (8) start from number 1; (9) participants must respond to commands/statements in the snake and ladder or the numbers referred to on the card; (10) when referring to the card, the card is taken after being shuffled/shuffled by the group leader or debate manager; (11) the group that has completed all rounds on the snake and ladder board is declared the winner of the game; (12) at the end of the debate session, each group conducts self-reflection according to the response to the game; and (13) the group leader presented it with various prepared strategies/media.

Next, we asked the participants (40 principals) of the NeCard game to evaluate the media and implementation of this game. The evaluation results of the game participants are presented in Table 1. Referring to the skewness coefficient, it can be seen that the display of the game media has a positive skewness coefficient (the tail of the distribution is on the right), meaning that most of the distributions are in low values. Meanwhile, game media materials and game media benefits have a negative skewness coefficient (the tail of the distribution is on the left), meaning that most of the distributions are in high values. From the results of the evaluation of the participants, the aspect of the display of this game media needs the attractiveness of the display of the game media. It can be concluded that the game media is feasible to use according to the purpose of its manufacture.

Table 1. Participant Evaluation of the NeCard Game

Assessment Aspect	Min	Max	Mean	SD	Skewness	Kurtosis
Game media appearance	19	25	21.73	2.01	0.34	-1.15
Game media material	50	65	58.63	3.87	-0.27	-0.58
Benefits of game media	22	30	27.13	2.29	-0.71	-0.64

The concept of playing is not only for children, however, playing is also necessary for adults. However, it should be noted, games for adults are games that are not only for fun, but as a means to increase and strengthen emotions. The study of Suryana, et al. [27] found that the benefits of playing are that it can develop emotional skills, self-confidence in others, independence and the courage to take the initiative. In addition, playing is useful for developing intellectual abilities because through playing people often explore everything in the surrounding environment as a manifestation of their curiosity. By playing, people can do various things they want and have fun, people can learn about various things that are around them by interacting with other people. Dharmamulya [28] suggests that games for adults should integrate cultural elements. Cultural elements will give a certain color to a game. Therefore, games are cultural assets, as capital for a society to maintain its existence and identity in the midst of other groups of people.

Adult games should focus more on moral reinforcement. Moral includes the development of thoughts, feelings, and behavior according to rules and habits regarding the things a person should do when interacting with others [29–32]. Rohmah's [33] study found that playing has something to do with one's social soul. Humans basically like to play and when they play, they will interact with other people. By playing, people will gather, socialize with other people [34–36]. By playing, people will increase their social spirit to others. In addition, playing can also train a sense of responsibility, discipline, and honesty [34]. By playing with other friends, he will be able to work together in a team. A game for adults should be well designed and have a clear purpose. Yaumi & Sirate [37] give a consideration when scholars will develop a game in their research. The consideration is that a game should have a philosophy that can be taken by participants, such as carrying out tasks well, taking risks [35, 38–42], and having positive thoughts.

The NeCard game that we developed, apart from aiming to strengthen the morale of the principal, also indirectly impacts the principal's performance in leading the school [9, 19, 43]. The various themes in the NeCard game are packaged in a factual and actual way that actually exists in schools. This NeCard game, practically invites principals to think rationally, systematically, and comprehensively in seeing a problem at school. With his leadership behavior, the principal is expected to lead his teachers, staff, and students to achieve the school's vision, mission, and goals [44–46]. Through this NeCard game, principals are directly trained to think about solving school problems and think about what schools can do in the future [13, 47–50], so that schools can improve the quality of their teaching continuously.

4 Conclusion

The Moral Debate NeCard that we have developed can be used as a medium for school principals' moral strengthening games. This game provides a new nuance in improving and strengthening the morale of the principal's leadership. With this game, the principal can openly discuss the problems of education in his school in an informal atmosphere. The atmosphere is expected to be a medium for school principals to find solutions to the problems faced by the school he leads.

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