

Improving the social skills of elementary school students through traditional games

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ABSTRACT

Traditional games in today's millennial era are almost unheard of, but most children today spend their free time playing modern games such as smartphones. Seeing this phenomenon makes us concerned because the effects of frequent students playing modern games on gadgets such as smartphones decrease students' social levels. This can be seen from the observations made at State Elementary School (SD Negeri 54 Banda Aceh); children prefer individual activities, are difficult to regulate, and like to argue. The study aimed to determine whether the traditional game of Englobibaba biscuits can improve students' social skills. This research uses the action research method, which includes planning, action, observation, and reflection. The action given was the traditional game of Englobibaba biscuits. Data collection techniques in this study were observation, interview, and documentation. The sample in this study amounted to 20 fifth-grade students. The results showed increased students' social skills given the action of the traditional game of Englobibaba biscuits. This was proven based on the significant level, where the results stated a significant difference between the pre-test and post-test results. So, it can be concluded that there is an increase in students' social skills after being given the traditional game of Englobibaba biscuits.

KEYWORDS

Social skills; elementary school students; traditional games; Englobibaba biscuits

1. Introduction

Traditional games are a form of game or sports activity that develops from a particular community habit. In further development, traditional games often have original regional characteristics and are adapted to local cultural traditions. The activities are carried out regularly and occasionally to find entertainment and fill spare time after being released from routine activities such as school and study. In

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its implementation, traditional games can include elements of folk and student games (Achroni, 2012).

For an activity to be categorized as a traditional game, of course, it must identify its traditional elements closely related to the habits or customs of a particular community group. In addition, the activity must also contain vital physical elements that involve large muscle groups and play elements that underlie the activity's purpose. That is, an activity is said to be a traditional game if the activity is still recognized as having specific traditional characteristics involving large muscles and the presence of strategies, and the basis is not as visible as what it shows (Achroni, 2012).

However, traditional games are almost unheard of in today's millennial era. Most children today spend their free time playing modern games such as those found in cellphone applications, smartphones, etc. Seeing this phenomenon makes us concerned because the effects of frequent children playing modern games on cellphones or gadgets decrease students' social levels. As stated by Novitasari & Khotimah (2016), gadgets are very influential on the growth of students' social interactions, so when giving them gadgets, parents must play an active role so that their use is appropriate and does not hinder students' social growth.

Social development is the most fundamental aspect of humans and is called social beings. Social development must be nurtured early because it is not instant when we want something good. There are many theories about social development, one of which is Susanto (2011); according to him, social development is the achievement of the maturity of social relations towards group norms, morals, and traditions to communicate and cooperate. Istiqomah et al. (2016) assert that social development is a process of forming a social self that a person must pass to behave according to the norms and values of their social environment.

Englolibaba Biscuit traditional game is a traditional game development that combines three traditional games simultaneously, namely *engklek*, jump rope, and clogs, in one circuit-based play activity. Englolibaba biscuit traditional game has characteristics capable of developing students' social skills.

From the description mentioned above, an idea emerged to apply the Englolibaba Biscuit traditional game to improve the social skills of elementary school students. The next section in section two is methods, followed by results and discussion in section three, and conclusions in section four.

2. Method

According to Kemmis et al. (2014), the action research method includes planning, action, observation, and reflection. The action given was the traditional game of Englobaba biscuits. Data collection techniques in this study were observation, interview, and documentation. The sample in this study amounted to 20 fifth-grade students of SD Negeri 54 Banda Aceh, Indonesia.

3. Results and discussion

Based on the results of the study, it can be seen that the level of social skills of students of SD Negeri 54 Banda Aceh class V before getting treatment is obtained the lowest score (minimum) 13, the highest score (maximum) 23, and the average (mean) 17.45. Meanwhile, after receiving the Englobaba biscuit game action, the lowest score (minimum) was 25, the highest score (maximum) was 34, and the mean was 29.70 (see Figure 1).

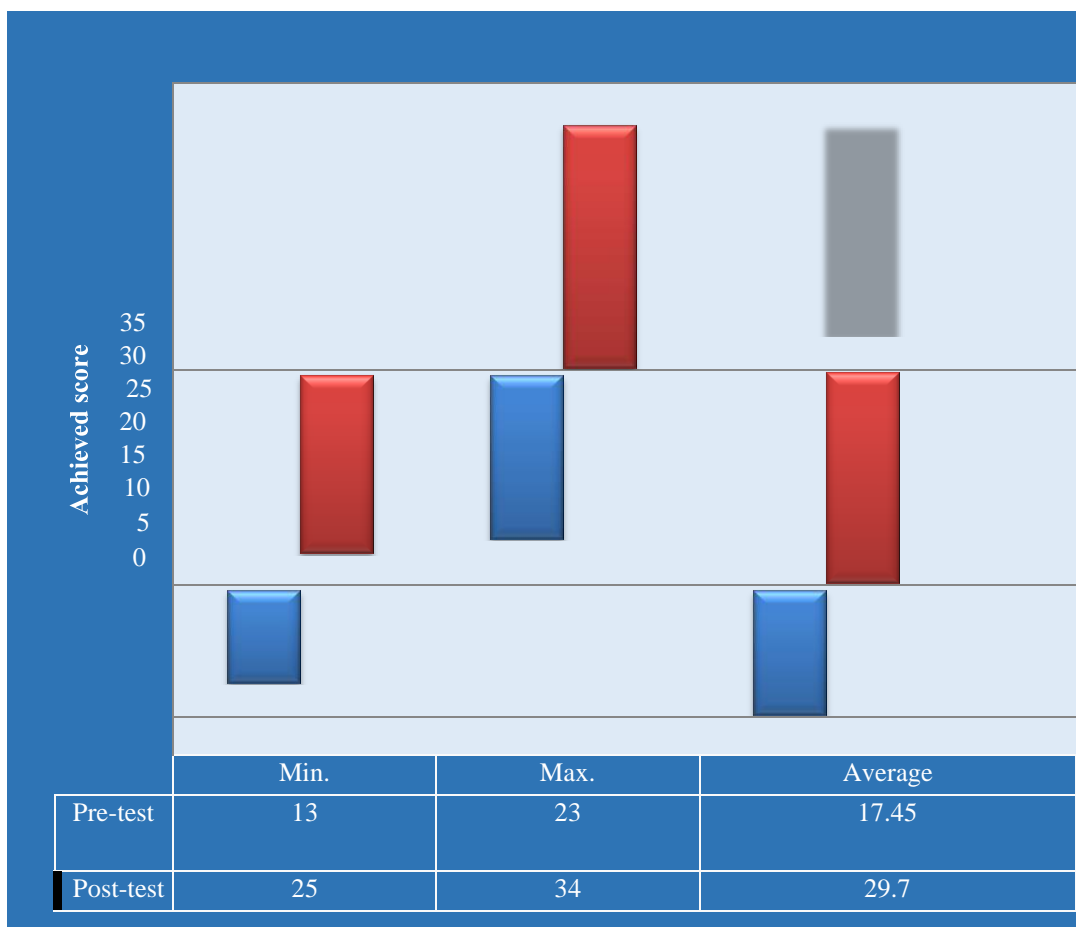


Figure 1. Pre-test and post-test scores of social skills of elementary school students

Next, the normality of the data obtained from the training process in the field will be tested. The data analyzed were the results of the pre-test and post-test data. The data was tested with Kolmogorov-Smirnov and Shapiro-Wilk, two sample-independent tests at a significance level of 5%. Data is declared normally distributed if the significance is greater than 5% or 0.05. Testing was carried out with the help of the SPSS version 16.0 program. Test results were obtained as in Table 1.

Table 1. Normality test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pre_test	.180	20	.090	.906	20	.052
Post_test	.123	20	.200*	.945	20	.294

Notes: a is Lilliefors significance correction; *This is a lower bound of the true significance.

Under the significant level taken, which is 5% or 0.05. So if the sig. (2-tailed) value < 0.05 , then the result is stated that there is a significant difference between the pre-test and post-test results. However, if the sig. (2-tailed) value > 0.05 , then the result is that there is no significant difference between the pre-test and post-test results. Based on the data table above results, the significance can be seen as a (2-tailed) value of $0.00 < 0.05$. So, it can be concluded that there is an increase in the results of students' social skills after being given the traditional game of Engolibaba biscuits.

Figure 2 shows the emergence of social skills of elementary school students. In addition to these traditional games, students' social skills can be trained through various other traditional games such as Quizizz and comics (Sylvia et al., 2024; Faradilla et al., 2024). Based on its activities, Nur (2011) states that traditional games have many benefits, such as stimulating aspects of child development, namely social and mental aspects. This is confirmed by Perdani (2014), who states that through traditional games, students' social skills increase because traditional games can hone interactions between children, such as togetherness, sharing, and communication. That is indicated by the increase in post-intervention results from pre-intervention, which initially 42.5% of student's social skills to 54.1%. Yufitsa et al. (2016) state that by implementing traditional Acehnese games, children can develop several aspects such as religion and morals, physical motor, socio-emotional, cognitive, language, and art.



Figure 2. Traditional game activity through Engloblibaba biscuits

4. Conclusion

The social skills of elementary school students after being given the action of the traditional game of Engloblibaba biscuits increased. Based on the above conclusions, the researcher can give suggestions to physical education teachers at the elementary school level in general and especially to physical education teachers at

the elementary school to use the traditional game of Englolibaba biscuits to improve students' social skills. As well as making more exciting innovations to preserve other traditional games included in the learning process.

Conflict of interest

The authors declare that they have no conflict of interest.

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