Traditional Game on The Social Skill of Students in The Social Science Learning of Elementary School

Yoga Awalludin Nugraha✉, Eko Handoyo & Sri Sulistyorini

Universitas Negeri Semarang, Indonesia

Article Info

Abstract

——

The purpose of this research was; to determine the effect of traditional game based learning on the social skill students; and to find the different effect of traditional game based learning and expository learning on social skills students. This type of research is quantitative method with pre-test post-test control group design. Samples of this research were the fourth grade students of SDN Cieurih with 30 students as experimental group and SDN Cipicung with 25 students as control group. Data collection techniques used non-test techniques, including interview guides, observation guidelines, and documentation. The results showed that; there is a significant influence on learning that using traditional game to social skill of students, this is based on independet t_{test} result $0.00 < 0.05$, and N-Gain 0.40 which is in medium category; and there is a very high average, high, sufficient, and low average difference in the social skills of students on traditional game-based learning with expository learning. This is evidenced by the acquisition of one way ANOVA test results of $0.00 < 0.05$. Furthermore, post hoc test to determine the most significant group, obtained the largest mean difference in very high group, that is 31.333. The social aspect of tradisional game in social science learning were discussed.

✉ Correspondence address:
   Campus UNNES Kelud Utara III, Semarang, 50237
   E-mail: gh4.raha@gmail.com

INTRODUCTION

Social Science Learning (SSL) become one of the subjects studied in social learning of human relationships and interactions with spatial or geographical aspects. Sutrisna (2012) suggests that social science learning is a simplification of the disciplines of social sciences, state ideology, other disciplines, and related social issues, organized scientifically and psychologically for educational purposes at the elementary and secondary education levels. In fact, the implementation of the social learning only focused on increasing the cognitive aspects, such as memorizing a number of materials and textbooks so fixated on social learning into lessons that saturate and not considered important by the students (More et al, 2014).

Ulya (2012) suggests that in social learning, teachers still dominate the learning process and become the center of learning activities. Sumitro (2017) states there are still many students who pay less attention to the teacher's explanation and prefers to disturb in learning.

Based on the initial data collection in the form of interviews at two schools sample in the district Maja, Majalengka, West Java, it shows that the social learning was not conducively. There is no application of strategies and innovative learning model conducted during the learning. The suggests of the teacher that the learning has been carrying out a simple discussion in completing the task, but the teacher still do the lessons in verbal. SSL is still not oriented to reality and associate learning with cultural activities in the environment, such as the traditional game. Moreover, the suggests of the students indicated that students are less interested in following the learning process. Learning activities are always in the classroom, do the debriefing, provision of written assignments, and giving homework for students.

According to Febrian (2013), he stated that the students feel less familiar with the culture around and have rarely played a traditional game. Students are more interested in the games contained in the phone or playing PS games. This is similar to the fact revealed by Kusumahati (2014) that in the process of social learning in elementary school often appears problems, that is less than optimal learning success, this is because there are still many teachers who uses teacher-centered learning methods. Rosnawati (2015) suggests that social learning has long been going on with conventional methods of teachers and the results are disappointing.

According Sapriya (2008), social learning aims to prepare learners as citizens who master the knowledge, skills, attitudes and values that can be used as the ability to solve personal problems or social problems as well as the ability to take decisions and participate in various community activities. Learning that enhance social skills may be one solution to achieved the social learning objectives. Social skills are a set of behaviors acquired through observation, modeling, practice, and feedback to learn and containing verbal and nonverbal behaviors included responses are appropriate, effective, and interactive (Fathi et al., 2014).

One way to teach social skills in elementary school's age is through a traditional game-based learning. The traditional games have characteristics that could answer the character of elementary school children. Perdani (2014) proposed that the traditional game played simultaneously or in groups, the power of the traditional game that prioritizes social interaction.

Several studies have linked traditional game-based learning as has been done by Kasim (2017), the results showed that develop a manual of traditional games as a medium Bugis-Makassar counseling can be received by the usability, accuracy, appropriateness, and relevance in improving the social skills of students. Otherwise, the guide traditional Bugis-Makassar games plays a role as media counseling done well in SMPN 8 Makassar. Handayani (2017) showed that using traditional games in social learning can enhance students' social skills.

Munawaro (2017) points out the results of research that traditional game of Crank (Engklek) has effectiveness in assisting the learning process, it can be seen from the increasing significance

value greater than 0.05. Research conducted by Silonde (2013), shows that the model-based group counseling Tolaki tribal cultural values proved to be effective to improve the social skills of students. Kamal (2016) in his results found an increase in social skills of children by playing this game. The values contained in this game, among others, cooperation, responsibility, and help a friend.

Research conducted by Lestari & Prima (2017), shows that the application of traditional games can improve children's social emotional. Lusiana (2012) suggested that the traditional Javanese game is effectively used to build the character of honesty in social skills in early childhood. Putri (203) suggested that traditional games are effective in improving social adjustment of 4-5 years old children in PAUD Karya Bakti.

Based on some previous studies, we found a gap associated with traditional game-based learning. 'Engklek' game based learning has never been implemented to measure the students' social skills in social learning to the material of cultural diversity of Indonesia. Therefore, we wanted to fill the void of research by testing the theory of 'Engklek' game related to social skills of students in social learning in elementary school.

Traditional game-based learning applied to the material of cultural diversity based local wisdom obtained student's grades remained low in the material. The need for improvements to media that can cultivate students' interest in learning so that the results obtained are optimal is important.

Tradisional game-based learning is done for the intentions of leisure, entertainment and peace of mind (Gipit, 2017). This study focuses on the traditional game types 'Engklek' to improve students' social skills. 'Engklek' used is a kind of mountain as presented in Figure 1.

Mulyani (2013) stated that the game is called 'Engklek' due to using one foot while jumping. 'Engklek' is able to provide a stimulus for the learning process of students, as proposed by Hidayat (2013) who suggested that the role of traditional games that exist in various parts of the archipelago can stimulate various aspects of child development, such as: aspects of motor, cognitive, emotional aspects, social, spiritual aspects, ecological aspects, and aspects of the values or morals.
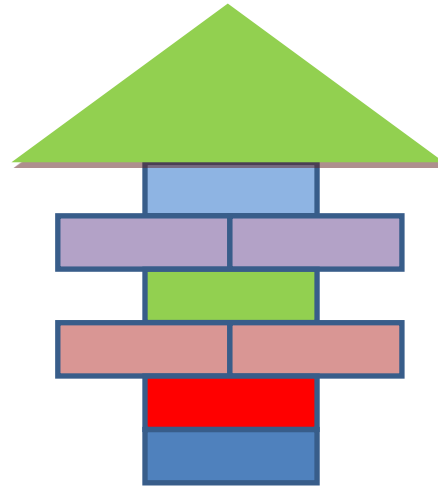

Figure 1. Engklek's Design

METHODS

This study uses a quantitative research in the form of quasy experimental design. The design used in this study using a pre-test and post-test control group design.

The population in this study were all students of class IV in the Cluster 1 UPTD Maja subdistrict of Majalengka, West Java, consisting of nine public schools. The sampling technique in studies using random sampling by selecting two sample schools, the reason researchers define two sample schools because the schools were taken of the characteristics and the same school accreditation. The research sample was selected SDN Cipicung with 25 students as control class and SDN Cieurih with 30 students as an experimental class.

How to play 'Engklek' determined by studies in accordance with the purpose of research. How to play the 'Engklek' can be seen in Figure 2.

'Engklek' is started with a throw broken tiles (gacuk) into the arc number 1, then hopping on one foot (Engklek) to the box 2, and brok simultaneously in box 3 and 4 (left foot 3 and right foot 4), 'Engklek' to box 5, and brok together again in box 6 and 7, 8 'Engklek' to tread both feet on the mountain. After that, turn

'Engklek' back as the beginning till in the box to 2 download broken tiles with the position of one foot and then 'Engklek' to the box 1 and finish. The game is done in groups, so the game continued with other members. The game ends when broken tiles up to the mountain and the whole group fails due to tread the line.
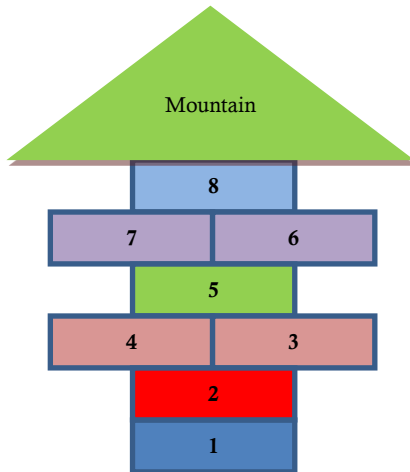

Figure 2. How to Play 'Engklek'

Student's social skills data retrieval is done through non-test techniques, non-test techniques using instruments such as pre and post observation sheet, accompanied by interview and documentation.

Data were analyzed using statistical formulas simple prerequisite test consisting of test data normality and homogeneity test data. It also uses a hypothesis test consisting of different test average, test N-Gain, one way ANOVA test and post hoc test.

RESULTS AND DISCUSSION

The process learning with traditional game of 'Engklek' can improve the social skills of students. The results of several tests of data is as follows.

Prerequisites Test
Normality Test

Test for normality in this study using the Kolmogorov-Smirnov test for the study sample is > 50, based on the results in Table 1 the Sig results pre-test experimental group of 0,145. While the results of the control group pre-test showed Sig

value of 0.200. Data is said to be normally distributed if Sig > 0.05. Therefore, it can be said that the data control group and experimental group normal distribution. Normality test grade control and the experimental class can be seen on Table 1.

Table 1. Result of Normality Test

	Kolmogorov smirnov		
	Statistik	f	Sig.
Experiment group	.151	5	145*
Control group	.128	25	.200*

Homogeneity Test

Based on the test results of homogeneity in Table 2, the Sig obtained for 0.445 > 0.05, it can be said second grade sample is homogenous. Homogeneity test results are presented in Table 2.

Table 2. Result of Homogeneity Test

Levene statistic	df_1	df_2	Sig.
1.032	6	14	.445

Social Skills Improvement Hypothesis Testing Students

The strength of this study are in the process of learning activities undertaken by students. Playing 'Engklek' drive students to be more active, passionate, creative in setting strategy game, and enthusiastic in participating in these activities. The activities the students when conducting 'Engklek' presented in Figure 3.

Figure 3. Engklek's Game Activity

Based on Figure 3, it can be seen that one of the students in one group were playing

'Engklek' by answering questions in the whiteboard, while the group of their friends watched while thinking about the right answer. Based on observation, the students looked enthusiastic in participating in learning with traditional 'Engklek' game. The other group looks are learning to answer the questions when getting a part to play 'Engklek'

'Engklek' game activities improved students' social skills, obtained from student interaction and cooperation in learning observation. Rochmawati et al. (20170) suggested that the activity of cooperation in each child can create an attitude of tolerance, acts of appreciating opinions, attitudes, and actions of others different from himself. The social aspects were observed in the learning-based games of the 'Engklek', where students are work well together to achieve success in a group game.

Based on the observation, students feel happy and there is no burden in implementing the learning. This proves that the traditional game-based learning is a fun learning for children, so that students are able to absorb the learning and the results obtained optimally. Similarly, in the opinion of Bali (2016) that through the learning of the program, the children themselves can receive and absorb the information in the learning process.

Different Test Average

The average difference test was used to test the students' social skills difference between the control group and the experimental group. This test using independent sample t-test. The following Table 3 presents the results of different test calculation of the average social skills control group and experimental group.

Table 3. Result of the Different Average of Social Skills

Sig. 2 tailed	Sig.	Experiment mean	Control mean
0.00	0.05	73.70	62.48

Based on the results in Table 3 obtained Sig of 0.00 < 0.05, then the corresponding basis for decision making test independent sample t-test can be concluded that the H_0 is rejected and H_a

accepted, meaning that there is a difference between the average social skill's experiments graders control. In the mean box can be seen to average social skills of students in the experimental group at 73.70, while the mean social skills of students in the control group is 62.48. This shows that the average social skills of students in the experimental group is higher than the average social skills of students in the control group.Achievement indicators every aspect of social skills in the control group can be seen in Figure 4 below.
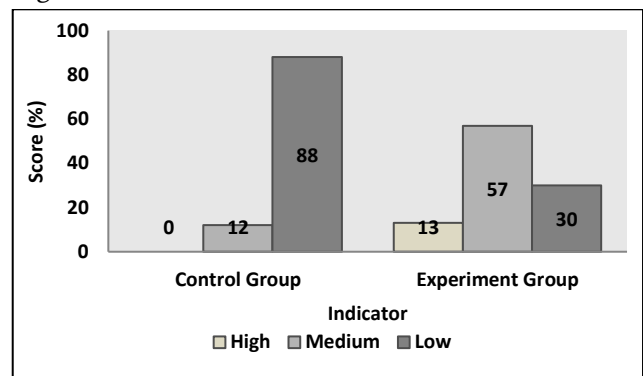

Figure 4. Average Social Skill in Control Group

Based on the data from Figure 4, it can be concluded that the results of students' social skills in the control group on the aspect of A (confidence) by 36% and increases to 41%. The results shown in the aspect of B (honest) by 35% and increased to 38%, on a C (careful) aspect shows the results of 35% and increased to 43%, as well as aspects of D (cooperation) shows the result by 26% and increases to 34%.

In addition, the observation result of the social skills of the control class students before the learning shows an average of 55.93 is included in the low criterion. After getting the learning material of cultural diversity of the nation the average social skills of students amounted to 62.47 are included in the criteria enough.

Furthermore, the achievement of each aspect of students' social skills indicators in the experimental group can be seen in Figure 5 below.
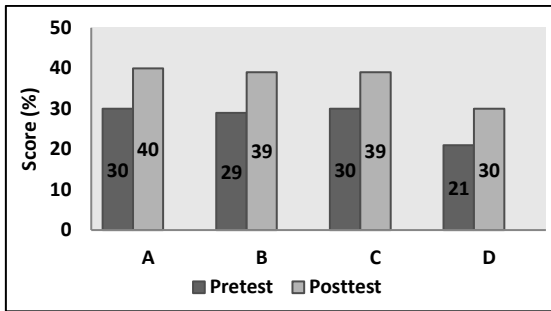
Figure 5. Average Social Skill in Experimental Group

Based on the data from Figure 5, it can be concluded that the results of students' social skills in the experimental group on the aspect of A (confidence) by 30% and increases to 40%. The results shown in the aspect of B (honest) by 29% and increased to 39%, on a C (careful) aspect shows the results of 30% and increased to 39%, as well as aspects of D (cooperation) shows the result by 21% and increases to 30%.

In addition, the results of the social skills improvement of experimental class students showed an average of 55.00, which was included in the low criterion. After receiving treatment with traditional game-based learning 'Engklek' students' social skills showed an average of 73.61 included in the high criterion.

N-Gain Test

N-Gain test to determine the difference between the result of an increase in the pre-test and post-test in the experimental group and control group. N-Gain test results can be seen in Figure 6.
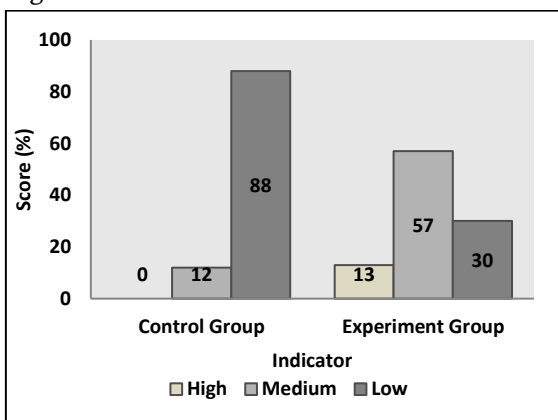

Figure 6. N-Gain Test

Based on Figure 6, it can be concluded that the percentage of N-Gain acquisition of social skills of students. In the control group, students who are at high N-Gain category percentage of 0%, whereas in the experimental group students who achieve high category by 13%. Students who achieve grade category of being in control of 12%, whereas in the experimental group of 57%. Students who are in the category of N-Gain control group is low at 88%, whereas in the experimental group of 30%. In the control group, the average N-Gain of 0.14 and are in the lower category, while in the experimental group average of 0.40 N-Gain and middle category. This shows that the acquisition of social skills of students in the experimental group is better than the control group.

One Way ANOVA test and Post Hoc

This test is used to determine differences in the influence of the traditional game-based learning to the student group rate is very high, high, adequate, and low according to the students' social skills category.

Further One way ANOVA test in the experimental group, as in previous tests experimental groups a greater increase compared with the control group. Table 4 presented one way ANOVA test experimental group.

Table 4. One Way ANOVA Test

Group	Sig
Very high	
High	0.00
Adequate	
Low	

Based on the results in Table 4 it can be seen that there are differences in the increase in the group is very high, high, adequate, and low. Sig values obtained of 0.00 < 0.05, then H_0 is rejected.

Furthermore, the calculations used to see which social skills groups differed significantly in the experimental group then uses advanced test that is Post Hoc. Table 5 presented the results of Post Hoc test.

Table 5. Post HocTest

Group		Sig	Mean
Very high	High	0.00	12.569[*]
	Adequate	0.00	20.533[*]
	Low	0.00	31.333[*]
High	Very high	0.00	-12.569[*]
	Adequate	0.00	7.965[*]
	Low	0.00	18.765[*]
Adequate	Very high	0.00	-20.533[*]
	High	0.00	-7.965[*]
	Low	0.00	10.800[*]
Low	Very high	0.00	-31.333[*]
	High	0.00	-18.765[*]
	Adequate	0.00	-10.800[*]

Based on the results in Table 5, it can be seen that the group is very high, high, adequate, and low alike have signficant difference. This can be seen in the Sig. < 0.05. Based on data, it shows that the mean of the group is very high to a low of group is 31.333. The scores is the largest mean, so it can be concluded that the most significant increase was in the very high group to low group.

Based on the result of research, the traditional game-based learning has significant effect to the students social skill which can be seen from the increase of pre-test result to the post-test by 19%. In contrast to research conducted by Na'im (2015), obtained the results of improvement from cycle 1 to cycle 2 by 16%. This can happen because of differences in game schemes and research designs conducted.

CONCLUSION

Based on the research that has been described, it can be concluded that; there is the influence of the traditional game-based learning to the students' social skills. There are differences in the average student's social skills are very high-level, high enough, and lower in the experimental class, the most significant increase was in the group is very high, that very influenced by the tradisional game activities.

REFERENCES

Bali, E. N., Fakhruddin., A. Rifa'i. (2016). Pengembangan Model Pembelajaran Induktif Kata Bergambar untuk Pengenalan Kemampuan Literasi Dini. *Journal of Primary Education*, 5(2), 120-129. https://journal.unnes.ac.id/sju/index.php/jpe/article/view/12902

Fathi, S., Hanieh, F., Guivi, H. B. (2014). Review of Theory of Mind and Social Skills of Educable Mentally-Retarded Boys. *International Journal of Social Sciences (IJSS)*, 4(3), 35-40. http://ijss.srbiau.ac.ir/article_6168.html

Febrian, D. W., Wardono, & Supriyono. (2013). Pembelajaran TGT Melalui Pendekatan PMRI Berbantuan Permainan Tradisional Terhadap Kemampuan Berpikir Kreatif. *UNNES Journal of Mathematics Education,* 2(2), 16-24. https://journal.unnes.ac.id/artikel_sju/ujme/3334

Gipit, A., Charles., A. M., Musa, R. M. (2017). The Effect of Traditional Games Intervention Programme in The Enhancement School-Age Children's Motor Skills: A Preliminary Study. *International Jurnal: Movement, Health & Exercise,* 6(2), 157-169. https://www.researchgate.net/publication/319477930_the_effect_of_traditional_games_intervention_programme_in_the_enhancement_school-age_children's_motor_skills_a_preliminary_study

Handayani, P. (2017). Upaya Peningkatan Keterampilan Sosial Siswa melalui Permainan Tradisional Congklak pada Mata Pelajaran IPS. *Premiere Educandum Jurnal Pendidikan Dasar dan Pembelajaran,* 7(1), 39-46. http://e-journal.unipma.ac.id/index.php/PE/article/view/1245

Hidayat, D. (2013). Permainan Tradisional Dan Kearifan Lokal Kampung Dukuh Garut Selatan Jawa Barat. *Jurnal Academica Fisip Untad*, 5(2), 1057 -1070. http://jurnal.untad.ac.id/jurnal/index.php/academica/article/view/2244

Kamal, M. (2016). Penerapan Permainan Tradisional "Manjalo" sebagai Upaya Menumbuhkan Keterampilan Sosial Anak Sejak Dini. *Jurnal Educative: Journal of Education Studies,* 1(1), 72-80. https://ejournal.iainbukittinggi.ac.id/index.php/educative/article/view/125

Kasim, S. (2017). Pengembangan Panduan Permainan Tradisional Bugis-Makassar dalam Meningkatkan Keterampilan Sosial Siswa. *Jurnal Psikologi Pendidikan & Konseling*, 3(1), 45-52.

http://ojs.unm.ac.id/JPPK/article/view/3016

Kusumahati, M. (2014). Keefektifan Model Course Review Horay terhadap Peningkatan Hasil belajar IPS. *Journal of Elementary Education*, 3 (2), 1-6. https://journal.unnes.ac.id/sju/index.php/jee/article/view/3691

Lestari, P. I & Prima, E. (2017). The Implementation of Traditional Games to Improve the Social Emotional Early Childhood. *Journal of Educational Science and Technology,* 3(3): 178-184. http://ojs.unm.ac.id/JEST/article/view/4212

Lusiana, E. (2012). Membangun Pemahaman Karakter Kejujuran melalui Permainan Tradisional pada Anak Usia Dini di Kota Pati. *Journal of Early Chilhood Education Papers UNNES,* 1(1), 1-6. https://journal.unnes.ac.id/sju/index.php/belia/article/view/1601

More, V. J., Amber, C., Chessin, D. A., Mott, M. S., & Elizabeth, M. (2014). Societal Issues in Social Studies and Science Education: Promoting Responsible Citizenship. *International Journal of Humanities and Social Science,* 4(10), 69-73. http://www.ijhssnet.com/journals/Vol_4_No_10_August_2014/9.pdf

Mulyani, S. (2013). *45 Permainan Tradisional Anak Indonesia*. Yogyakarta: Langensari Publishing.

Munawaro, H. (2017). Pengembangan Model Pembelajaran dengan Permainan Tradisional Engklek sebagai Sarana Stimulasi Perkembangan Anak Usia Dini. *Jurnal Obsesi*, 1 (2), 6-17. http://journal.stkiptam.ac.id/index.php/obsesi/article/view/304

Na'im. 2015. Peningkatan Keterampilan Sosial Anak Usia 4-5 Tahun Melalui Permainan Tradisional Cublak-Cublak Suweng di TK Aisyiah Bustanul Athfal 44 Kecamatan Banyumanik – Kota Semarang. *Early Childhood Education Papers Unnes (BELIA),* 4(2), 46-51. https://journal.unnes.ac.id/sju/index.php/belia/article/view/7507

Perdani, P. (2014). Peningkatan Keterampilan Sosial Anak melalui Permainan Tradisional. *Jurnal Pendidikan Usia Dini,* 8(1), 129-136. http://pps.unj.ac.id/journal/jpud/article/view/64

Putri, A. (2013). Efektivitas Permainan Tradisional Jawa dalam Meningkatkan Penyesuaian Sosial pada Anak Usia 4-5 Tahun di Kecamatan Suruh. *Early Childhood Education Papers UNNES*, 2(1), 8-16. https://journal.unnes.ac.id/sju/index.php/belia/article/view/2241

Rochmawati, I., Joko, S., & Catharina, T. (2017). Pengembangan Model Cooperative Learning Melalui Chained Games untuk Meningkatkan Kemampuan Kerjasama Anak Usia 5-6 Tahun. *Journal of Primary Education*, 6(2), 147-158. https://journal.unnes.ac.id/sju/index.php/jpe/article/view/17568

Rosnawati, Atmaja, H. T., & Suhandini, P. (2015). Pengembangan Model Pembelajaran Berbasis Masalah Bermain Peran untuk Meningkatkan Rasa Cinta Tanah Air Siswa Kelas V pada Materi Proklamasi Kemerdekaan. *Journal of Primary Education*, 4 (2), 147-151. https://journal.unnes.ac.id/sju/index.php/jpe/article/view/10977

Sapriya. (2008). *Pendidikan IPS*. Bandung: Yasindo Multi Aspek.

Silonde, D. P. (2013). Model Bimbingan Kelompok Berbasis Nilai Budaya Suku Tolaki Untuk Meningkatkan Keterampilan Sosial Siswa". *Jurnal Bimbingan Konseling UNNES*, 2(2), 64-70. https://journal.unnes.ac.id/artikel_sju/jubk/2717

Sumitro, A. (2017). Penerapan Model Problem Based Learning Meningkatkan Motivasi Dan Hasil Belajar IPS. *Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan,* 2(9), 1188-1195. http://journal.um.ac.id/index.php/jptpp/article/view/9936

Sutrisna, E. (2012). Strategi Guru dalam Pembelajaran IPS (Studi Eksploratif Pelaksanaan Pembelajaran IPS di SMP Wilayah Kabupaten Pati. *Journal of Primary Education*, 1(1), 48-54. https://journal.unnes.ac.id/sju/index.php/jess/article/view/85

Ulya, H., Masrukan, & Kartono. (2012). Keefektifan Penerapan model Pembelajaran Kooperatif Tipe Probing Prompting dengan Penilaian produk. *Unnes Journal of Mathematic Education*, 1(1), 26-31. https://journal.unnes.ac.id/artikel_sju/ujme/257