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Effectiveness of Traditional Sports Games in Social Skill Developments

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Abstract

The role of physical education in fostering student social skills has been explained through various literature studies. The purpose of this study was to determine the effectiveness of traditional sports games in developing social skills. The research method used was the experimental method using a one group pretest-posttest research design. The population of this study were 11th grade students at UPI Laboratory High School, totalling 17 students. The instrument used in this study was the Social Skills Scale for Adolescents. The game form used in this study consisted of 2 traditional sports games, namely Gobak Sodor and Boy-boyan, which were adapted to the development of social skills and physical education theory. The test used to test the hypothesis in this study was the paired sample t-test using SPSS version 27 with a significance level of $\alpha=0.05$. The results showed that the traditional sports games Gobak Sodor and Boy-boyan are able to shape social skills of children, such as cooperation, responsibility, hard work, and care in the game. It concludes that the development of social skills requires a continuous learning process to obtain the goal.

INTRODUCTION

Baseline rates for social skill acquisition deficits and problem behaviours in the general population are low, with the higher rates of social skill performance deficits and strengths are found in children aged 5-12 years (Gresham et al., 2010). Students with learning disabilities and low achievements show lower social skills and higher behavioural problems than their average/high-achieving peers, but there is no significant differences between the them over time (Vaughn et al., 1993).

Education is a personality building process that starts as early as possible. Through a healthy education process, an individual is expected to become a whole human being who has an intellectual integrity, character, and physical fitness. However, education today is still considered only as a form of intellectual development and does not contribute to the development of other life aspects (Samuelsson & Kaga, 2009). At the same time, a human life does not only require knowledge, but also all aspects of life, such as arts, cultures, sports, technology, music, social life, and others (Galloway & Dunlop, 2007). These abilities play an important role in the overall quality of a person personal and professional life (Hidayat et al., 2022).

Physical education in Indonesia has lost its identity as a value and is considered to have no entity in the human development. Physical education will also continue to be viewed as a mere play activity that will have no impact on the development of intellectual, character, and social skills, or as an additional subject that can be sidelined from other subjects (Risyanto et al., 2024). Therefore, the traditional community might view that physical education is ineffective in shaping a child character, especially in the socialization skills.

The implementation of the Social-Emotional Skills Training Program in physical education classes could significantly improve the social-emotional skills of adolescent school students (Malinauskas & Malinauskiene, 2021). The education through physicality models could effectively improve the social skills of the students with emotional and behavioural disorders through the natural settings of physical activity and play (Aljadef-Abergel et al., 2012).

In addition to improving basic motor skills and teaching motor techniques, the formation of the student

social skills has become an important agenda in the Physical Education, Sports, and Health (known as PJOK) subject. Therefore, optimizing the formation of the student character and social skills should be a top priority of physical education teaching (Code, 2015). For this reason, the purpose of this study was to determine the effectiveness of traditional sports games in developing social skills of students at the UPI Laboratory High School.

Although the importance of physical education in fostering the student social skills has been explained through literature review and research results, it is not enough to cover the stereotype that sports are not effective in shaping student personality and social skills. These problems will then lead to public opinions that physical education is useless in schools and make physical education increasingly lose its identity as a discipline of whole human development (psychomotor, cognitive, and affective aspects) through sports and social activities (Benítez-Sillero et al., 2022). The Team-Assisted Individualization and Direct Instruction have an influence in improving student social skills (Najoan et al., 2024). The social skill training program was implemented in the physical education class and the situational social skills increased statistically significant in the experimental group (Sniras, 2022).

Traditional game is a wealth of local cultural treasures which should be utilized in physical education learning (Mortara et al., 2014). Traditional games can help increase the student motivation in learning, especially in learning PE (Bessa et al., 2021). In the implementation of traditional games using a developed game model into sports learning, students are interested and show an increase in each type of previous game (Mesquita et al., 2012). Traditional games have their own value for students who are often fixated on technological developments. Through the introduction of traditional games, students can continue to play the games and maintain the ancestral valuable works (Marlina, 2017). The existence of traditional games among students must be maintained, the role of PJOK teachers to integrate folk games and sports in learning materials with a fun approach and modification is the key to keep it in students (Jariono et al., 2023).

In this study, 2 types of traditional sports games were used, namely 'Gobak Sodor' and 'Boy-boyan'. Gobak Sodor is the traditional game that can be used as

a medium for character building or a child social skills, such as cooperation, responsibility, hard work, and care. This is because there are high local wisdom values in the traditional sports game Gobak Sodor that can shape the character or social skills of a child by using traditional games in physical education teaching (Ester Flaviani et al., 2023). Traditional games are more flexible because we can change the games and combine them at will. Traditional games usually involve more than 2 people, which helps children learn to socialize with many people.

This study also used the Boy-boyan traditional sports game. This game has a contribution in improving social skills, especially the social emotional development. Through the Boy-boyan games, children not only develop their body, muscle, and movement coordination skills, but also the ability to plan strategies, train cooperation between players, train the accuracy and ingenuity, and learn sportsmanship, such as playing honestly, respecting other players, accepting the victory with a reasonable attitude or accepting a defeat openly, and increasing self-confidence.

In a previous study conducted using descriptive qualitative methods, it was found that the modification of the traditional game 'Gobak Sodor' was able to shape a child social skills, such as personal and social responsibility, cooperation in the game, as well as communication and care for each other in the game. It concludes that the formation of child social skills cannot be done instantly. It takes time and a continuous learning process to achieve these goals. One approach that can be used for shaping a child social skills is the traditional sports game named Gobak Sodor (Irmansyah et al., 2020). In addition, a previous study on traditional Boy-boyan games found a significant improve in the social skills of children at Budi Luhur Sragen Kindergarten. In Cycle I, 41.17% of children demonstrated the expected social skill development, which then increased to 82.34% in Cycle II, meeting the success criteria of 75% set for the study (Rodziah et al., 2019). The study highlighted the improvement of a child social skills at a specific level of learning, namely in the kindergarten and pre-school education environments. Therefore, the researcher wanted to fill the gap in the literature by providing insights into the effectiveness of traditional sports games in developing the student social skills in a high school education environment. Based on the prob-

lems found, researchers were encouraged to conduct a research entitled The Effectiveness of Traditional Sports Games in Developing Social Skills.

METHODS

The research approach used in this study was an experimental technique with a one group pre-test post-test design. This study aimed to determine the effectiveness of traditional sports games in developing social skills.

Participants

The main participants or subjects of this study were 17 Grade XI students (males and females aged 16-17 years). All parents and guardians of the students participating in this program had given a written consent. A permission was also obtained from the school principal.

Sampling Procedures

The main participants or subjects of this study were 17 Grade XI students (males and females aged 16-17 years). All parents and guardians of the students participating in this program had given a written consent. The permission was also obtained from the respective school principal. The students were selected using the purposive sampling. The exclusion criteria of this study were below and above 16-17 years and below and above Grade 11.

Materials and Apparatus

The instrument used in this study was the Social Skills Scale for Adolescents questionnaire instrument developed by Hamid, S. 2019. The questionnaire contains 3 social skills, including sociable skills, social attributes, and friendship skills. The social skill instrument grids are presented in Table 1.

This questionnaire obtained validity test values ranging from ($r=.66-.86$) from the 23 items so that the results of the validity testing on the questionnaire were declared valid, meaning that the questionnaire could be used as the research instrument. This questionnaire also had the alpha coefficients showing a high reliability ($\bar{y} .80$), thus the social skill questionnaire used was reliable and indicated to have a high reliability.

Tabel 1. The Social Skills Scale for Adolescents

Sub Variables of Social Skills	Indicators
Getting along Skills (11 items)	Having a friendly relationship with everyone
	Always in contacts with everyone
	Having a good way of talking
	Helping others to understand their points
	Having good intentions for others
	Being approving and supportive to peers
	Respecting everyone
	Helping others during studies
	Caring for other people emotions
	Having self-confident
	Having a soft temperament
Social Attributes (5 items)	Being cheerful
	Being amiable
	Being honest
	Giving best opinions
	Caring soft temperaments
Friendship Skills (7 items)	Sharing everything
	Never letting anybody feel inferior
	Never disrespecting others
	Never shuffling anybody words in front of others
	Never lying
	Never talking behind people back
	Never talking rudely

Procedures

The research procedure contains the steps and flow of the research. The steps and flow of the research conducted in this study consisted of three main stages. The first stage was the initial test stage. The initial test was conducted to determine the social skills of the sample. To obtain data on student social skills, a social skill questionnaire was distributed.

The second stage was the treatment stage. In this study, students were given role-playing model interventions in the physical education learning for 12 meetings. The amount of learning time per meeting was 2x45 minutes (90 minutes), referring to the learning time at school and the curriculum used. The learning process consisted of three phases, namely the opening, the core, and the closing. It also included the defining and explaining the social skill target phase, the playing the traditional sports game Gobak Sodor and Boy-boyan phase emphasizing social skills for learners, the assessment phase, and the follow-up phase.

The third stage was the final test stage. The final test was conducted after the treatment program was completed. In post-test activities, students did the social skill tests. This final test aimed to examine and know

the development of the student social skills after receiving physical education learning by using traditional sports games, namely Gobak Sodor and Boy-boyan games.

Design or Data Analysis

The obtained data were tested statistically. The test employed the 1) prerequisite test (normality test using Shapiro-Wilk test, homogeneity test using Levene Statistic), 2) hypothesis test using paired sample t-test, and 3) result test using N-Gain Score test conducted with the help of SPSS 27 program.

RESULT

Results of the prerequisite test, namely the normality test using shapiro-wilk on the initial and final social skill test data from 17 students, showed that the pre-test sig. value of the social skills was $0.670 > 0.05$, concluding that the data were normally distributed, and the post-test sig. value of the social skills was $0.349 > 0.05$, concluding that the data were normally distributed. The homogeneity test using the Levene statistic on the initial and final social skill test data from 17 students obtained a value of $0.368 > 0.05$, concluding that the data were homogeneous.

After testing the prerequisites of analysis, namely the normality test and the homogeneity test, the data met the requirements and could be continued using the parametric test. The parametric test used the help of the SPSS 27 program employing the paired sample t-test test aimed to determine the social skill difference before and after implementing the traditional sports game Gobak Sodor and Boy-boyan in PE learning at a high school in Bandung. The result of the paired sample t-test test is presented in Table 2.

Tabel 2. Paired Sample T-Test

	t	df	Sig. (2-tailed)
Pre-test KS-Post-test KS	-32,428	16	,000

Table 2 shows the result of the paired sample t-test, showing that the value of the data was $0.000 < 0.05$, meaning that there was a significant difference between the student social skills in pre-test and post-test data.

Furthermore, researchers conducted the N-Gain Score test. The N-Gain Score test was conducted to determine the effectiveness of using Gobak Sodor and Boy-boyan games in developing social skills. The purpose of the gain score was to know the difference between the pre-test and post-test results. The complete data can be seen in Table 3.

Tabel 3. N-Gain Score Test

	Descriptive Statistics				
	N	Min.	Max.	Mean	Std. Dev.
N-Gain Score	17	,57	,77	,6464	,06641
N-Gain Percent	17	57,14	77,27	64,64	6,64118
Valid N (listwise)	17				

Table 3 describes that the value of the N-Gain Score division category had a value of 0.6464. The value was between $0.3 < g < 0.7$, indicating that the data were included in the moderate criteria. Then, the value of the N-Gain Score effectiveness interpretation category had a value of 64.6413. The value was between 56% - 75%, indicating that the provision of Gobak Sodor and Boy-boyan games was quite effective in developing the student social skills.

DISCUSSION

The results of this study indicate that traditional sports games, Gobak Sodor and Boy-boyan, can have a significant effect on the social skills. The Gobak Sodor and Boy-boyan games had a significant impact on the development of the student social skills. It is in line with the statement that the Gobak Sodor game helps students increase their speed and agility.

The Gobak Sodor game has values that can be implemented, including honesty, responsibility both for oneself and for others, healthy lifestyles, disciplines, hard works, a sense of fun, the ability to think logically, critically, creatively, and innovatively, obeying the rules, respecting and appreciating the tasks and achievements of others, being democratic, sensitive, and caring for the social environment, being nationalistic, and appreciating differences (Fitria in Astria et al., 2019). Furthermore, motor skills and social skills can be developed through an interaction and learning. The Boy-boyan game can be an effective medium to develop

gross motor skills, such as throwing, catching, and running (Ramadan & Hasibuan, 2018). In addition, the Boy-boyan game can also develop other skills, such as precision, agility, and speed in performing game activities (Nugraheni, 2015). During the treatment, the students improved their social skills, such as cooperation and responsibility for fellow friends, and became agile when given traditional games.

The Boy-boyan game is able to train the group cooperation, improve motor skills, as well as improving the interaction and social skills. In addition, the traditional Boy-boyan game also plays a role in social development aspects, such as the initiative to play and move with peers, how to join the game, maintaining roles in the game, and overcoming conflicts in the game (Rejeki Utami et al., 2018). In addition, the effectiveness of the implementation of the Gobak Sodor and Boy-boyan games was apparent in the N-Gain Score test.

In the other hand, by examining the N-Gain Score test, the percentage of Gobak Sodor and Boy-boyan games was 64%, indicating that Gobak Sodor and Boy-boyan games were quite effective in developing the student social skills. In its implementation in real situations, students are required to understand and perform the social skill components, such as cooperation, responsibility, caring, and hard works, so that students can explore and develop their social skills through movement tasks carried out through Gobak Sodor and Boy-boyan games. The purpose of the Gobak Sodor and Boy-boyan traditional sports games is to enable students to combine their movement mastery while instilling social skill aspects in everyday life so that there is no longer perspectives that physical education is ineffective in shaping or developing the student characters. There is no longer perspectives that physical education is only a tool for play activities with no significant influences on the development of social skills.

This study shows that traditional games, such as Gobak Sodor and Boy-boyan, have a significant influence on the development of student social skills. This is consistent with several previous studies that have also found that traditional games can improve a child social skills. The study highlights essential values, such as honesty, responsibility, hard works, and mindfulness that are instilled through traditional games. This is in line with previous research showing that traditional sports games not only develop physical skills but also

social and character values.

It concludes that the Gobak Sodor and Boy-boyan traditional sports games have a developmental impact on social skills seen in the treatment. When the game took place, the process of character development such as cooperation, hard works, caring, and responsibility occurred so that, at the end of the treatment, the students obtained a social skill development both in PE learning and in the daily lives. Traditional sports games, such as Gobak Sodor and Boy-boyan, could help improve the student social skills, including their cooperation and responsibility. A comprehensive analytical method was used in this study, but the results may not be directly applicable to a wide range of students as it was conducted in only one school. The variable control constraints and subjective measurements also need to be considered. Nonetheless, traditional games remain a valuable tool for developing the student social skills.

For future research, it is recommended to involve a more diverse sample from different schools and regions, as well as conducting a tighter control of external factors that may affect the results of the study. The use of more objective measurement instruments is also important to minimize the subjective bias in the evaluation of results. Follow-up studies examining the long-term effects of the use of traditional sports games for developing social skills as well as the comparative research using other methods will provide a deeper understanding of the relative merits of the approach.

CONCLUSION

Based on the results of the analysis, the traditional sports games are effective in developing social skills. The analysis results of this study found that the development of social skills through the Gobak Sodor and Boy-Boyan traditional sports games gained a moderate improvement standard. A fairly valid explanation is given for the provision of the Gobak Sodor and Boy-boyan traditional sports games, especially for developing the student social skills.

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CONFLICT OF INTEREST

The authors declared no conflict of interest.

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