



## Effects of Traditional Team Games on Child Emotional Isolation Symptoms in Orphanages

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### Abstract

An orphanage is an unfamiliar place for the children who live in it. Playing activities could give the children the opportunity to express all their emotions naturally. The purpose of this study was to determine the effect of traditional games on the personality, depression, social worthiness, and emotional isolation of children in an orphanage. The population of the study were 13 elementary school-age children in an orphanage in Bandung. Sampling technique used total sampling technique with inclusion and exclusion criteria. The sample of this study included 10 boys. The instrument used was the emotional isolation symptom test with UCLA Loneliness Version 3. This study used One Group Pre-test Post-test design. Analysis of research data employed quantitative descriptive analysis technique. The results showed that the traditional games, named Bentengan and Boy-boyan, had a significant effect on emotional isolation, but did not have a significant effect on child personality, social worthiness, and depression. Children who often play had a decreased level of emotional isolation symptoms because playing was carried out together creating an emotional bond in friendship so that the child felt accepted and did not feel lonely.

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## INTRODUCTION

For a child, playing is no stranger, because playing is a child's world that cannot be separated. Playing is a fun activity that is done without thinking about the result (Nurhasanudin & Santika, 2021). Traditional games develop from the habits of the people in a certain area which then develop into a form of game sports activity. Traditional games are growing and becoming the hallmark of an area according to their respective cultures. Over time, now traditional games are often played by children in the home environment to the school environment and contain cultural values in them (Anggita, 2018).

When children are doing play activities, the family has a very important role in guiding children, for example, such as always accompanying children when carrying out passive and active play activities and facilitating all the needs of children to create a pleasant atmosphere and not feel bored when playing with family (Oktaviana & Munastiwi, 2021). The atmosphere of the family environment is the first place for children to learn about the meaning of life such as an atmosphere of play because playing is part of their life (Mardiyah, 2021). Data obtained from social organizations Save the Children, Indonesia ranks second as a country that has the most orphanages in the world with more than 8,000 children's orphanages registered with social institutions throughout Indonesia and this number will continue to increase because there are still many orphanages that have not been registered. The number is estimated to reach more than 15,000 orphanages in Indonesia and will make a jump so that Indonesia is in first place as the country with the most number of orphanages in the world (Sutinah, 2018).

In orphanages, there are still many problems such as a lack of fulfillment of emotional needs, psychosocial development in orphanage children and a lack of attention from caregivers because the number of caregivers is small. The small number of caregivers causes the children who are in the orphanage to pay

less attention, this makes the children feel abandoned so usually the children who live in the orphanage have a lack of confidence and find it difficult to get along with other people outside the orphanage environment (Illahi & Akmal, 2017). This is what was said by Nurdiani & Mulyono (2014) stating that the results of research on loneliness based on age levels found that the highest level of loneliness was children among living in orphanages compared to other age groups.

Children living in orphanages often feel out of place. Some children feel that they don't get good behavior from other orphanages which makes the children often think back to their parents and the condition of their former home, this causes a feeling of loneliness even though they have been cared for by mentors. Symptoms of loneliness have been widely studied in various groups, such as children, adolescents, adults, students, the elderly, single parents, overseas children, and also orphanage children. From these various groups, those who have a great opportunity to experience feelings of loneliness are children who live in orphanages, this happens because children who live in orphanages have economic deficiencies or children who do not have one or both parents or other things (Hogi & Son, 2019). Orphanages can also have a negative impact on children because the circumstances of their living environment can cause children to experience a decrease in emotions resulting in disturbances in themselves such as withdrawing, not being able to socialize and not being able to adjust which makes them not free and without feelings (Cheria et al., 2021). This is in line with the results of Quardona & Agustina's research (2019) which states that there is a relationship between emotional support for social interaction, specifically affection from family members can produce positive emotions such as in aspects of growth and development of behavior and social interaction in the surrounding environment.

The development of social-emotional aspects can be developed by children when car-

rying out play activities that can develop children's social behavior and control in terms of emotions. According to educational experts, play is a comprehensive learning process that involves emotions, thinking, imagination, motor movements, and the maximum use of the senses. Several biological studies explain that all stimuli received by the five senses will be recorded in the right part of the brain which is the center of emotion. Therefore, when the atmosphere creates positive emotions in the form of joy and happiness, the endorphins that function to connect nerve cells will make the brain work more effectively and efficiently (Hendriyani, 2016). Endorphins are hormones that regulate the pleasure and comfort center located in the back of the brain (Baderi & Nurjanah, 2018).

By playing, children get the opportunity to express their emotions naturally (Nurhasanudin & Santika, 2020). When playing, children have the opportunity to express what they feel and think about, in other words, playing has the goal of removing all negative feelings such as unpleasant or traumatic experiences and other things that are not by expectations so that feelings of relief and pleasure appear. With playing activities with friends, orphanage children feel affection such as sharing toys and joking around with laughter which makes them feel happy (Damayanti & Rihhandini, 2021). This is by the results of Quardona & Agustina's research (2019) which states that there is a relationship between emotional support and social interaction. Apart from that, this is also by what was stated by Nurastuti, Karini, & Yuliadi (2015) that traditional fortress games have a positive impact on increasing children's social interactions.

Several previous studies have only discussed loneliness in adolescents and the elderly. The emptiness in several previous studies is loneliness at the age of elementary school children, even though childhood is the first time children get to know the environment and the first environment is the family which should be filled with love because these feelings affect the formation and emotional growth of children.

Therefore, with these problems, researchers want to explore the problem and see the effect of traditional team games.

## METHOD

This research is descriptive quantitative research. Using this type of research Pre-Experimental Design with One Group Pretest-Posttest Design.

### Population

The population in this study were elementary school-age children living in orphanages at the Ar-Rifqi Orphanage, Cipadung Kidul, Kec. Panyileukan, Bandung City, West Java, with a total of 13 people consisting of 10 men and 3 women. Sampling used a total sampling technique with inclusion and exclusion criteria determined by the researcher. The number of samples in this study was 10 people.

### Data Collection Technique

Data collection used the UCLA questionnaire instrument Loneliness Scale Version 3 developed by Rusell (1996) which has been developed and adapted to the rules of the Indonesian language consisting of 20 items, of which 11 items favorable (negative) and 9 items unfavorable (positive) using a scale model Likert 4 points with a range of points 1 to 4 points.

### Data Analysis

The analysis technique used is descriptive quantitative analysis. To analyze the difference of emotional isolation symptoms from the results pretest and posttest then analyzed using t-test to compare the average pretest and mail order.

## RESULT & DISCUSSION

### RESULT

Based on the findings that the researchers have done, Based on table 1, the results of the t-test for the social feasibility variable show that the sig. (2-tailed)  $0.523 > 0.05$ , it can be concluded that there is no significant. Based on table 1, the t-test results for the depression variable show that the sig. (2-tailed)  $0.331 > 0.05$ ,

it can be concluded that there is no significant difference in the results.

Table 1. T-Test Result

Variable	Sig. (2-tailed)
Social Eligibility	0,523
Depression	0,331
Personality	0,052
Emotional Isolation	0,021

Based on table 1 the results of the personality variable t test show that the sig. (2-tailed)  $0.052 > 0.05$ , it can be concluded that there is no significant difference in the results .

Based on table 1, the results of the t-test for the emotional isolation variable show that the sig. (2-tailed)  $0.021 < 0.05$ , it can be concluded that there is a significant difference in the results.

## DISCUSSION

### 1. Traditional Games Against Children's Social Adequacy

The results of the t-test showed that there was no significant difference in the pre and post-test results of traditional games on children's social feasibility. In this case, the researcher found facts in the field that children in orphanages have a high chance of getting along with their peers. In addition, the frequency of their playing with their environment is quite high because the scope is only in orphanages. Children who have many opportunities to play and socialize have high social skills (Sudirjo & Alif, 2021). The formation of social skills in children will lead to acceptance from their friends (Mahyuddin, 2016).

Therefore, the social feasibility variable for children does not have a significant difference after being given traditional game treatment because previously they already had quite an intense friendship relationship. They came from the same position and grew up together.

### 2. Traditional Games Against Child Depres-

sion

The results of the t-test showed that there was no significant difference in the pre and post-test results of traditional games on children's depression. In this case, the researcher found facts in the field that traditional games of bentengan and boy-boyan did not attract the attention of children in orphanages. Although school-age children are prone to experiencing psychosocial problems such as having bad relationships with friends so that children will feel sad, like to be alone, have no friends, are not enthusiastic, and experience pressure which can cause symptoms of depression in children (Saputri & Nurrahima, 2020 ).

Signs of friendship in the orphanage are quite good. Many children do play with their friends. This is due to the cultivation of a sense of belonging from an early age by caretakers at the orphanage.

### 3. Traditional Games Against Children's Personalities

The results of the t-test showed that there was no significant difference in the pre and post-test results of traditional games on children's personalities. In this case, researchers found that a child's personality cannot be created and changed all at once in a certain time. But the findings in the field show that someone who has a high extrovert personality likes to participate in social activity and has a friendship relationship apart from family. Someone with a high extrovert personality feels more satisfied with the quality of his social relations and feels less lonely (Hogi & Putra, 2019). This shows that in addition to the development of adequate interaction, children can adapt to the environment wherever they are so that they easily adapt to new friends, new schools, and new environments (Baderi & Nurjanah, 2018).

### 4. Traditional Games Against Children's Emotional Isolation Symptoms

The results of the t-test showed that there were significant differences in the pre and post-test results of traditional games on chil-

dren's emotional isolation. Through play, children gain a sense of belonging, a sense of being part of or being accepted in a group and learning to live and work together in groups with all the differences that exist. Azizah & Ikhlas (2021) say that games are important psychological, social and intellectual activities carried out by children, thus opening up their personalities. Through play, children can learn about self-control habits, social habits, and self-confidence. This is in accordance with the results of research by Khisbiyah et al (2021) which stated that traditional games can have a positive effect on children's levels of empathy, train physical dexterity, teamwork, discipline, and train children's abilities to manage emotions. It can be seen that during the game process, social interaction has occurred between group members, this interaction is useful for building cooperation and strategies to win the game.

Every child has a different mood, this difference can be seen in the child's concentration while playing (Khafidoh & Maulida, 2021). At first, the child felt bored because playing alone now turned into a cheerful one because when playing boy-boy children are required to carry out social interactions with other friends so that togetherness arises when playing and feeling the presence of friends.

When playing, children's self-esteem increases because the majority of games that are carried out require cooperation between other friends so that children will feel that they are valuable and needed by their friends. The existence of cooperation can foster a sense of trust in children (Sumarni et al, 2019). Togetherness is the culmination of the implementation of love. In addition, playing can develop the social-emotional aspects of children to control their behavior by learning to control themselves and their egos, learn to hold back, learn to regulate emotions and learn to work together (Rohmah, 2016).

Increasing social skills will make a person more courageous to relate to someone because social skills affect the level of loneliness

that is felt to gradually decrease (Marfuah, 2021). Prasetyaningrum & Rahma (2015) states that a close friendship relationship will not only lead to intimacy but will also create emotional bonds between friendly individuals called attachment. The higher the extrovert personality, the lower the loneliness felt. Conversely, the lower the extrovert personality, the higher the loneliness felt (Hogi & Putra, 2019).

Diehl (2018) states that emotional loneliness and social loneliness are both associated with feelings of depression and anxiety. According to Sumarni, et al (2019) stated that laughing in groups is more effective than laughing individually in improving health. Laughing together causes a surge of endorphins that can be passed on to other friends. This is very beneficial in social interaction and increases self-satisfaction.

## CONCLUSION

Based on the results of the study it can be concluded that the traditional games Bentengan and Boy-boy have a significant effect on emotional isolation, but do not have a significant effect on personality, social worthiness and child depression.

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