

THE ROLE OF JAVANESE TRADITIONAL GAMES IN IMPROVING CHILDREN'S SOCIAL BEHAVIOR

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Abstract

Traditional games are increasingly losing place in children's hearts as information-technology advances. Children prefer modern online-based games that can be accessed at any time via gadgets. Although some online games provide a chat feature that allows communication between users (children), children still cannot make direct contact. This study aims to determine the effectiveness of using traditional games in improving children's social behavior. This study uses an experimental design method. Researchers compared the scores of children's social behavior before and after participating in traditional Javanese games. The research was conducted at Mojoranu I Kindergarten, Bojonegoro. Data were collected by means of observation using research instruments for 19 days of observation. Then, to analyze the data, the researchers use data triangulation involving the results of observation scores, interviews and documentation. The results showed that the average score of children's social behavior before playing Javanese traditional games was 20.83 while the average score after playing Javanese traditional

games was 39.11. Based on the results of this study, it can be said that traditional Javanese games are effective in improving children's social behavior. Parents and/or teachers can use traditional games as a tool to improve children's social skills.

Keywords: *Traditional Games, Gadget, Social Behavior*

Abstrak

Permainan tradisional semakin kehilangan tempat di hati anak-anak seiring dengan kemajuan teknologi informasi. Anak-anak lebih menyukai game modern berbasis online yang dapat diakses kapan saja melalui gadget. Meskipun beberapa game online menyediakan fitur chat yang memungkinkan komunikasi antar pengguna (anak-anak), namun anak-anak tetap tidak dapat melakukan kontak langsung. Penelitian ini bertujuan untuk mengetahui efektivitas penggunaan permainan tradisional dalam meningkatkan perilaku sosial anak. Penelitian ini menggunakan metode desain eksperimen. Peneliti membandingkan skor perilaku sosial anak sebelum dan sesudah mengikuti permainan tradisional Jawa. Penelitian dilakukan di TK Mojoranu I Bojonegoro. Pengumpulan data dilakukan dengan cara observasi menggunakan instrumen penelitian selama 19 hari pengamatan. Kemudian untuk menganalisis data peneliti menggunakan triangulasi data yang meliputi hasil skor observasi, wawancara dan dokumentasi. Hasil penelitian menunjukkan bahwa skor rata-rata perilaku sosial anak sebelum bermain permainan tradisional Jawa adalah 20,83 sedangkan skor rata-rata setelah bermain permainan tradisional Jawa adalah 39,11. Berdasarkan hasil penelitian ini dapat dikatakan bahwa permainan tradisional Jawa efektif dalam meningkatkan perilaku sosial anak. Para orangtua dan atau guru dapat menggunakan permainan tradisional sebagai sarana meningkatkan kecakapan sosial anak.

Kata Kunci: *Permainan Tradisional, gawai, perilaku sosial*

Background

Early childhood will experience a golden period in the process of growth and development called the golden age.¹ This phase occurs when the child is in the age range of 0 to 5 years. When in this age, children will experience very rapid growth and development in almost all aspects, both physical and the development of thinking skills. The right stimulation at this stage will make the child grow and develop optimally.²

The golden period in children is the right momentum to grow the foundation or basic concepts that will affect the next phase of development. Several studies confirm that children's intellectual abilities have even reached 50% when they are only 4 years old and have fully matured at 18 years old.³

Children development as mentioned above, is also stated in Permendikbud No. 146 of 2014 concerning about early childhood education curriculum. It is stated that the aspects of children's growth and development include the development of religious and moral values, physical motor,

¹ Loeziana Uce, 'The Golden Age: Masa Efektif Merancang Kualitas Anak', *Bunayya: Jurnal Pendidikan Anak*, 1.2 (2017), 77-92.

² Felicia Chandra, Andrian Dektisa Hagijanto, and Bernadette Dian Arini Maer, 'Perancangan Permainan Interaktif Sebagai Pendukung Optimalisasi Golden Age Pada Anak', *Jurnal DKV Adiwarna*, 1.12 (2018), 9.

³ Nuryati Nuryati, 'Perkembangan Intelektual Pada Anak Usia Dini', *As-Sibyan: Jurnal Pendidikan Anak Usia Dini*, 2.02 (2017), 155-74; Fatimah Ibda, 'Perkembangan Kognitif: Teori Jean Piaget', *Intelektualita*, 3.1 (2015).

cognitive, language, social emotional and artistic.⁴ From these several aspects of development, there is one aspect that needs special attention, namely the social emotional aspect.⁵

The most important dimension in the aspect of socio-emotional development is social ability. Social ability itself can be interpreted as the ability to carry out social interactions, both verbally and non-verbally.⁶ Children's social skills is meant to have matured when children are able to manage social behavior such as cooperation, helping each other, sharing with others and waiting their turn.⁷

Social ability is not an innate ability.⁸ Children do not have this ability at birth. For that social skills really need to be taught from an early age considering that these abilities are very important in the social life of children later. Among the patterns of social behavior that can develop in childhood are imitation, cooperation, social support, sharing, empathy, competition and sympathy (Hurlock, 1980).

Playing is still the most effective means to stimulate aspects of children development. It can be said that the world of children is the world of play.⁹ Through playing,

⁴ Eka Cahya Maulidiyah, *Permainan Tradisional Untuk Anak Usia Dini*, ed. by Nurul Khotimah (Tulungagung: Akademia Pustaka, 2021).

⁵ Ajeng Rahayu Tresna Dewi, Mira Mayasarokh, and Eva Gustiana, 'Perilaku Sosial Emosional Anak Usia Dini', *Jurnal Golden Age*, 4.01 (2020), 181-90.

⁶ Rizki Ananda and Fadhilaturrehmi Fadhilaturrehmi, 'Peningkatan Kemampuan Sosial Emosional Melalui Permainan Kolaboratif Pada Anak KB', *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 2.1 (2018), 20-26.

⁷ Hasan Mustafa, 'Perilaku Manusia Dalam Perspektif Psikologi Sosial', *Jurnal Administrasi Bisnis*, 7.2 (2011).

⁸ Syamsu Yusuf, *Pikologi Perkembangan Anak Dan Remaja* (Bandung: Rosdakarya, 2006).

⁹ Wiwik Pratiwi, 'Konsep Bermain Pada Anak Usia Dini', *TADBIR: Jurnal Manajemen Pendidikan Islam*, 5.2 (2017), 106-17;

especially traditional games that allow direct interaction, children will not only have fun, but will also be stimulated in various aspects of their growth and development.

Playing here is a mean for children to socialize, to learn about the world around them, to understand themselves and others, to solve problems and to practice some skills and dexterity that will be useful in the future (Driscoll, 2005). However, not all games have a positive impact. There are also games that actually bring more negative effects to children.¹⁰ The type of game based on research has many benefits, namely traditional games.¹¹

Traditional games are games that have existed since the time of the ancestors. Therefore, traditional games are sometimes also referred to as folk games. Bishop & Curtis mention that traditional games is as games that have been passed down from one generation to the next, containing “good”, “positive”, “worth”, and “desired” values (Larasati, 2011).

Traditional games have proven to be the right means to develop children’s social skills.¹² Traditional games besides providing entertainment benefits, can also develop

Aris Priyanto, ‘Pengembangan Kreativitas Pada Anak Usia Dini Melalui Aktivitas Bermain’, *Jurnal Ilmiah Guru Caraka Olah Pikir Edukatif*, 2, 2014.

¹⁰ Khabibur Rohman, ‘Agresifitas Anak Kecanduan Game Online’, *Martabat: Jurnal Perempuan Dan Anak*, 2.1 (2019), 155–72 <<https://doi.org/10.21274/martabat.2018.2.1.155-172>>.

¹¹ Perwitasari anisa candra, ‘Pengaruh Permainan Tradisional Engklek Terhadap Perkembangan Motorik Kasar Anak Usia 5-6 Tahun Di TK Bhineka Karya Tunggalsari Dan TK Islam Bakti VIII Wonorejo’, *Publikasi Ilmiah*, 2016, 2; M Fadlillah, *Bermain & Permainan Anak Usia Dini* (Jakarta: KENCANA, 2017); Maulidiyah.

¹² Euis Kurniati, *Permainan Tradisional Dan Perannya Dalam Mengembangkan Keterampilan Sosial Anak*, Pertama (Jakarta: Prenamedia Group, 2016); Iswinanti, *PERMAINAN TRADISIONAL Prosedur Dan Analisis Manfaat Psikologis* (Malang: Universitas Muhammadiyah Malang, 2017).

children's language, cognitive, physical motoric skills and even social skills. The majority of traditional games involve many players, thus provide opportunities for children to socialize with their friends (between players).

Along with the times, traditional games are increasingly being abandoned. Children switch to playing online which they access through their gadgets.¹³ Online games offer more variety and attractive visuals. However, according to several studies, online games have some bad effects. Among them are addiction, obesity, visual impairment and aggressiveness.¹⁴ Online games often present violence and pornography to children. Then, this study aims to analyze the effectiveness of the use of traditional Javanese games, especially in its role in improving children's social behavior. This research was conducted in Mojoranu I Bojonegoro Kindergarten. Research on the benefits of traditional games and their role in stimulating growth and development is important. Especially in the midst of the massive rush of online games.

METHOD

The method used in this research is Quasi Experimental Design, this design has a control group, but it does not fully control external variables that affect the implementation of the experiment. The type of design used in this research is the Nonequivalent Control Group Design, only in this design the experimental group and the control group are not chosen randomly.

This research will be carried out on all children in Mojoranu I Bojonegoro Kindergarten in group B. The data

¹³ Arif Setiawan, 'PENDEKATAN KOGNITIF SOSIAL BERBASIS PERMAINAN TRADISIONAL JAWA DALAM MENINGKATKAN KECERDASAN SOSIAL SISWA', *Prosiding*, 2018, 13.

¹⁴ Rohman.

collection of this research began on 10 to 31 October 2019. This research was carried out in conjunction with the implementation of learning activities at Mojoranu I Bojonegoro Kindergarten.

Social behavior is a score that describes the level of achievement of children in interacting with a group of individuals that can be observed through attitudes, ways of thinking, and the way a person treats others. In relation to the operational definition, the way of scoring related to social behavior in this study can be divided into three levels, which include; very often (score 3), often (score 2), sometimes (score 1), and not at all (0). By giving this score, it can describe the effectiveness of traditional games in improving the social behavior achieved by children.

Data collection techniques in this study used two ways, namely through observation and documentation. Observation was made by researchers before being given treatment, and after being treated by using traditional Javanese games to determine the level of effectiveness in the social behavior of children in Mojoranu I Kindergarten. The documentation technique used to obtain data as a support in this study.

RESULT AND DISCUSSION

The data in this study were grouped into two groups of data, namely: (1) pretest scores of children's social behavior before using Javanese traditional games (Y₁), (2) posttest scores of children's social behavior after using Javanese traditional games (Y₂). A complete description of the two data groups is presented as follows:

Children's Social Behavior Pretest Score before Using Traditional Javanese Games (Y₁)

Based on the data collected from respondents as many as 18 children, it is known that the data on the pretest score of children’s social behavior using traditional Javanese games obtained the highest score of 24; and the lowest score is 16; the average value is 20.83; median value 20.5; mode value 24; variance 8.26; and standard deviation 2.87. Furthermore, a summary of the description of the pretest score data for children’s social behavior using traditional Javanese games is arranged in a frequency distribution table as follows:

Table 4.1 Data Frequency Distribution Y₁

No	Interval Class		Limitation		Frequency		
			Under	Upper	Absolute	Cumulative	Relative
1	16	- 17	15,5	17,5	4	4	22,22%
2	18	- 19	17,5	19,5	2	6	11,11%
3	20	- 21	19,5	21,5	4	10	22,22%
4	22	- 23	21,5	23,5	3	13	16,67%
5	24	- 25	23,5	25,5	5	18	27,78%
					18		100%

The frequency distribution of the pretest scores of children’s social behavior using traditional Javanese games in table 4.1 can be presented in the following histogram graph:

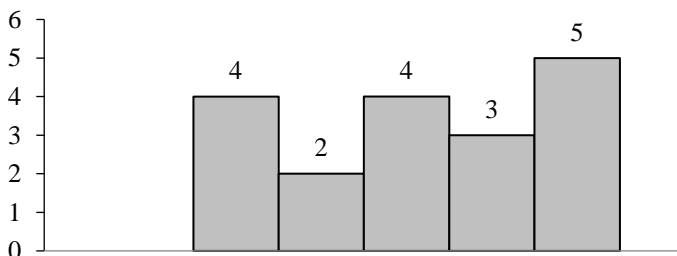


Figure 4.1

Histogram Graph of Data Y₁
Posttest Score of Children’s Social Behavior after Using
Traditional Javanese Games (Y₂)

Based on the data collected from respondents as many as 18 children, it is known that the posttest score data for children’s social behavior using traditional Javanese games obtained the highest score of 43; and the lowest score is 34; average value was 39.11; median value was 39.0; mode value was 38; variance was 8.34; standard deviation was 2.89. Furthermore, the summary of the posttest score data description of children’s social behavior using traditional Javanese games is arranged in a frequency distribution table as follows:

Table 4.2 Data Frequency Distribution Y₂

No	Interval Class			Limitation		Frequency		
				Under	Upper	Absolute	Cumulative	Relative
1	34	-	35	33,5	35,5	3	3	16,67%
2	36	-	37	35,5	37,5	1	4	5,56%
3	38	-	39	37,5	39,5	6	10	33,33%
4	40	-	41	39,5	41,5	3	13	16,67%
5	42	-	43	41,5	43,5	5	18	27,78%
						18		100%

The frequency distribution of posttest scores for children’s social behavior using traditional Javanese games in table 4.2 can be presented in the following histogram graph:

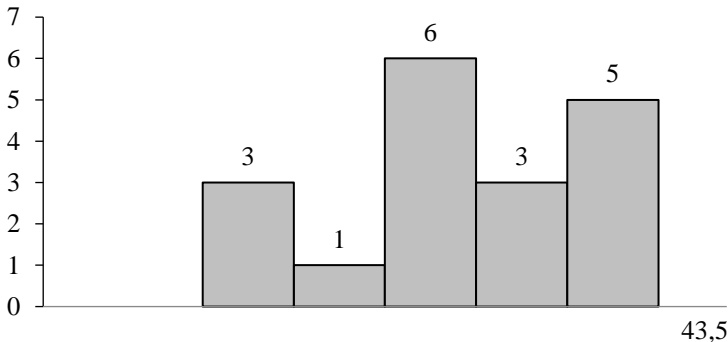


Figure 4.2
Histogram Graph of Data Y_2

Testing Requirements Analysis

The data analysis requirements that is tested in this study are normality and homogeneity.

Normality

Normality aims to determine whether the sample comes from a normally distributed population or not. The normality test of the data was carried out on the scores of children's social behavior using traditional Javanese games for all groups using the Lilliefors test. It is expected that the sample consisting of 18 children and divided into 2 times study is normally distributed. Hypothesis for normality test:

H_0 : The sample comes from a normally distributed population.

H_1 : The sample does not come from a normally distributed population.

The test criteria are if $L_{count} < L_{table}$ with $\alpha = 0.05$ then H_0 is accepted which means the sample comes from a normally distributed population.

Data Normality Test of Y_1

The criteria used in the normality test is that the pretest score data for children's social behavior using traditional Javanese games, comes from a population that is normally distributed if $L_{count} < L_{table}$. The largest L_{count} value is 0.1654, L_{table} for $n = 18$ with a significance level of 0.05 is 0.200. Thus, it can be concluded that the data is normally distributed.

Data Normality Test of Y_2

The criteria used in the normality test is that the posttest score data for children's social behavior using traditional Javanese games, comes from a population that is normally distributed if $L_{count} < L_{table}$. The largest L_{count} value is 0.0920, L_{table} for $n = 18$ with a significance level of 0.05 is 0.200. Thus, it can be concluded that the data is normally distributed.

Table 4.3 Summary of Normality Test Results

Group	L_{count}	n	L_{table}	Note
Data Y_1	0,1654	18	0,200	Normal
Data Y_2	0,0920	18	0,200	Normal

Homogeneity Test

In addition to the normality test, one of the requirements that needs to be done before testing the research hypothesis is the homogeneity test. The homogeneity test in this study used the F test. The homogeneity test was conducted to determine whether the population variance was homogeneous or not.

The test criteria is to accept H_0 which means the population has the same or homogeneous variance, if $F_{\text{count}} < F_{\text{table}}$ in the real level of $\alpha = 0.05$. Based on the calculation, the value of $F_{\text{count}} = 1.01$, while F_{table} for the significance level (α) 0.05 with df (17) (17) is 2.27 meaning $F_{\text{count}} (1.01) < F_{\text{table}} (0.05; 17:17) (2.27)$ means that the variance of the two data is homogeneous.

Hypothesis Testing

Children's Social Behavior Improvement by Using Traditional Javanese Games

Based on the results of calculations at the significant level = 0.05, obtained $t_{\text{count}} = 23.73$ and $t_{\text{table}} = 1.74$. Thus $t_{\text{count}} > t_{\text{table}}$, so H_0 is rejected, it can be concluded that there is a significant difference in children's social behavior using traditional Javanese games. In other words, the average score before using Javanese traditional games (pretest) ($\bar{Y}_1 = 20.83$) was lower than the average score after using Javanese traditional games (posttest) ($\bar{Y}_2 = 39.11$). This means that the research hypothesis which states that the effectiveness of using traditional Javanese games in improving children's social behavior in Mojoranu I Bojonegoro Kindergarten in 2019 is acceptable.

Discussion of Research Results

Based on the data obtained and the results of statistical hypothesis testing as stated previously, the results of testing the formulation of the hypothesis, it turns out that the results are different from the pretest score and the posttest score of children's social behavior using traditional Javanese games. In this case, the use of traditional Javanese games is very necessary because it can

improve children's social behavior, especially in Mojoranu I Bojonegoro Kindergarten in 2019.

Based on the results of observations, it can be described that through traditional Javanese games can improve children's social behavior which includes three dimensions, namely cooperation, adaptation and sharing. Each dimension in children's social behavior is observed by the teacher in the daily learning process at school. The teacher observes each item of the instrument for 19 days from 07.00 to 10.00 WIB. The items of the instrument used have gone through an expert validation test by two lecturers who are experts in the field of content and in the field of learning media.

In the dimensions or aspects of cooperation, it can be said that there has been an increase seen from the behavior that appears, namely children can provide assistance to friends, they are also able to help friends tidy up their shirt buttons (attached photo), children can play clog racing together with their group of friends (attached photo). In addition, through interviews with class teachers, they said that children were able to play an active role in group activities playing clog racing and learning activities in class.

In the adaptation dimension, the children's social behavior has increased. This can be seen from the behavior that appears, for example: the child wants to forgive his friend who accidentally pushed him (attached photo), the child who was pushed, according to the teacher, the child did not cry for a long time, the child was able to controlling his anger and willing to forgive his friend. As for the dividing dimension, it can be said that it has increased which can be seen from several behaviors that appear consistently, for example: children can give up using the

crayons given in group learning activities, children are more orderly in queuing activities for the Koran.

The researchers realize that this research is not perfect due to various factors, including the social behavior of children at Mojoranu I Bojonegoro Kindergarten in 2019. Not only by using traditional Javanese games that are applied but also internal factors of students, as well as the environment, both the learning environment at school or family environment in among society. This causes researchers to be unable to examine one by one the variables that affect children's social behavior.

CONCLUSION

Based on the discussion above, it can be concluded that traditional Javanese games are effective in improving children's social behavior where there is an increase in the average score from before using Javanese traditional games and after using Javanese traditional games. The increase was 18.28%. Traditional Javanese games can be used to develop aspects of social development, especially children's social behavior. This can be applied in institutional learning activities to stimulate all early childhood development.

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