

**TRADITIONAL GAMES AND SOCIAL SKILLS OF CHILDREN IN THE
PANDEMIC ERA**

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Artikel Info	Abstract
<p>History: Submitted October 18th, 2020</p> <p>Revised December 7th, 2020</p> <p>Accepted March 10th, 2021</p>	<p>The purpose of this research is to study and analyze about the traditional games that can be played in-home environment that can help early childhood social development. Children's social skills are not just suddenly formed but it is from imitation and habituation of the child's closest environment, namely family. In this pandemic era, of course, the learning in early childhood is mostly done in-home environment, to prevent boredom and improving children's activity requires efforts from the family to be able to carry out physical activities. The traditional games besides of being safe to play from various ages, it is a characteristic of the nation's culture which has various benefits and values that can be developed, including social skills. The research method in this research is library research. Some traditional games can be introduced from early childhood in the family environment to introduce traditional games and children's social development. From the results of the analysis in previous studies, traditional games can stimulate the development of children's social skills.</p> <p>Keywords: Social development, traditional games</p>

A. Introduction

Children are the seeds for the future (Mayar, 2013), the child will start his life by learning in social life. Every child will go through a long process in his own and social development, which in the end a child will have social values that exist within him which is called as the process of imitation, identification, and internalization. Social development can be said as an achievement of maturity in social relations. It can also be interpreted as a learning process to adapt to norms of the groups, morals, and traditions (Dewi, 2020)

The development of children's social behavior can be seen with an interest in activities with friends and an increased desire to be accepted as a member of a group, and will feel satisfied when with their friends. Children will not feel satisfied playing alone at home or with siblings or doing activities with family members.

Early childhood is the period of childhood early. The pattern of social behavior seen in early childhood, as revealed by Hurlock, (1998) namely: cooperation, competition, generosity, desire for social acceptance, sympathy, empathy, dependence, friendly attitude, selflessness, imitation, behavior (imitation). Researches that have been conducted consistently found that playing has a positive effect on children's cognitive abilities,

pre-academic skills, and for early childhood socio-emotional development. (Joo, 2019)

Children's social skills are a long process, by imitating and habituating their immediate environment. Nowadays, children's play patterns have begun to shift, from the ones who used to prefer to play games outside the house by involving a few friends, now children prefer to play inside the house. Some forms of games that are mostly done inside the house are watching television, games via hand phones and computers. The games that played inside the house can be said as individual. Individual games certainly do not develop children's social skills (Novitasari, 2016). Children can be smart, know information quickly, be good at operating Information Technology, but socially they are less honed.

Social skills are important things to develop in children, because social skills have a big influence on children's successes in developing mental, adapting, and academic or cognitive skills (Özbey & Köyceğiz, 2019; Perdina et al., 2019; M. Sari et al., 2020; Smogorzewska & Szumski, 2017). Seefeldt and Barbour (in Walker, n.d.), It is said that social skills are learned behaviors, used by individuals in situations involving two or more people to obtain, maintain confirmation of their environment, social skills are not brought from

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birth but are obtained through the learning process from parents, relatives/closest family, learning from peer friends and society environment.

Social skills possessed by children have an important role in forming peer relationships in class, in activities, and in the child's closest environment (Gürbüz & Kiran, 2018; Omeroglu et al., 2015). Being social creatures can create complex social relationships and join the other children's social world. Social skills in children can be identified including helping, saying thank you when asking for help or information, apologizing, starting conversations, answering questions, following rules, waiting turns, collaborating, helping each other, introducing themselves to the community, receiving criticism, communicating and interacting with the environment (Aksoy & Baran, 2010; Loukatari et al., 2019). Social skills can improve individual relationships with their environment in a positive way such as empathy, participation in groups, helping each other, communicating with others, negotiating, and problem solving (Kılıç & Aytar, 2017; Yazıcı, 2017). For this reason, children's social skills are very important to develop, because they can train children in community relationships and can improve children's survival abilities.

Cartledge & Milburn (1995) explained that the skills to form relationships between one

JPSD Vol. 7 No. 1, Maret 2021
ISSN 2540-9093
E-ISSN 2503-0558

another are the ability to interact with others in social life in different ways that are acceptable to the society environment and are mutually helpful. Jarolimek (1977) Social skills that need to be possessed by children are including: (1) *Living and working together; taking turns; respecting the rights of others; being socially sensitive* (2) *Learning self-control and self-direction* (3) *Sharing ideas and experience with others*. It can be concluded that social skills contain aspects of skills to live together and cooperate with others, control one-self, and interact with one another, exchange ideas, experience so as to create a pleasant atmosphere for each member of the group, so that a spirit of togetherness between individuals emerges.

In every lesson it is necessary to have a comprehensive educational planning (Yuliana, 2015). In children, learning is mostly done in-home environment, to prevent boredom and increase the activity of children at home, it requires efforts from parents to be able to move, and one alternative that can be done is to play games. Parents and families at home can help early childhood to be able to prepare for social life by playing together and replacing activities that are usually done passively at home with fun activities through physical activity.

Childhood is a period of playing (Fails,
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2020), playing for children becomes a necessity, playing for children in early childhood is part of their job. The characteristics of playing were revealed by Hughes (2010:4) The essential values in playing are: (1) play is an intrinsic motivation for each individual, (2) the game is freely chosen by the players, (3) playing must be fun. Children will prefer fun games, one of the games that can be done for children aged 5-6 years is traditional games (Seriati, 2013). Indonesia has various cultural characteristics; one of it is traditional games. But in the last few decades, traditional games have slowly been forgotten, being replaced by modern technology-based games (Melati, 2020), from an early age children will be introduced to the traditional games because traditional games have various functions.

Traditional play functions include the

B. Research Methodology

The research method in this research is library research. Library research is research that is carried out only based on written work, including research results, both published and unpublished. (Pashar & Dwiantoro, 2020).

The data needed in this research were obtained from library sources, documents, or scientific journals with the aim of getting an overview of what other people have done before and classifying traditional games that

physical development of children's motoric skills (Ali, 2020), improvement on students' knowledge (Andriana, 2020), character building (Ali, 2018) and as one of the way to stimulate social skills in early childhood (Zakiya, 2020), and to develop multiple intelligences (Djuwita, 2020) many traditional games that can be used as a means of socializing, for example the engklek games (Hazriyati, 2020), bakiak (clogs) that can foster solidarity (Sumual, 2019), By playing traditional games, there will be interactions that allow communication to occur (Rahayu, 2020), Traditional games that emerge as local wisdom can strengthen children's character (Racmadayanti, 2017). From this background, researchers will examine the benefits of traditional games on early childhood social skills during the pandemic era.

can develop children's social skills according to the growth and development of lower-class elementary school children.

The data collection techniques are obtained through the previous research notes and in the form of books, scientific reports, journals, and news that has been spread in the media regarding the traditional games. The data obtained were compiled, analyzed, and concluded to get conclusions about the

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literature study.

The data used in this research is secondary data. Secondary data is the data that has been obtained from indirect observation, processed, and functions as support collected by other parties related to the research that has

been carried out. In this research, the researchers acted as the main instrument in finding data and information needed. Data analysis consists of three activities that occur simultaneously, namely: data reduction, data presentation, concluding/verification.

C. Result And Discussion

Based on the results of the previous studies analysis regarding the traditional games

for social skills improvement, it is presented in the analysis result table as follows:

Table 1. The results of the previous studies analysis

Researcher(s) Name	Title	Literature Sources	Purpose/aim	Games Type	Result	Relevance
Putri Admi Perdani	Improving Children's Social Skills Through Traditional Games	Jurnal Pendidikan Usia Dini Volume 8 Edisi I, April 2014	The research objective was to obtain information and data about efforts to improve social skills of B grade children through traditional game methods	Traditional Games (<i>Galasin, riim, and Lompat Karung</i>).	The results of the research on social skills of class B kindergarten children through playing the traditional game method increased by 42.13% from the average class of pre-intervention and 54.13% in the posttest results	The relevance in this research is <i>galasin</i> games and sack jumping (<i>lompat karung</i>) can improve children's social skills
Amarizki Purwa Kusuma, Mudhofir Abdullah	The Improvement of Children's Social Skills Through Traditional Games	Jurnal Care Vol 8, No 2 (2021)	The research objective, namely the application of traditional games will train children to interact with friends and the environment around children at school because through the traditional games, children will be more happy in interpreting the things taught by the teacher	Group Traditional Games	The results showed that through traditional games can help children to understand and obey the rules, children can be patient to wait their turn with other friends, and interactions between groups are going well.	Traditional group games can develop children's social skills because there are playing games together

M. Hery Yuli Setiawan	Practicing Early Childhood Social Skills through The Traditional Games	Jurnal dimensi pendidikan dan pembelajaran Vol 4, No 1 (2016)	The research objective is the role of traditional games in the means to develop and train social skills	Bakiak and Ular naga	Traditional games can be a medium to develop and practice children's social skills because games are an inseparable part of the children. Children will feel happy and immersed in the game so that they are not realizing that they are learning to practice their social skills	Clogs (<i>bakiak</i>) and snake games (<i>ularnaga</i>) can develop social skills
Diana Vidya Fakhriyani	The Early Childhood Social Skills Development Through Traditional Madurese Games	Journal pg paud trunojoyo Vol 5, No 1 (2018)	The research objective is the role of traditional Madurese games to develop early childhood social skills	Kocheng-tekos and bhisek	There are various kinds of traditional Madurese games, where in this article there are <i>Kocheng-tekos</i> and <i>bhisek</i> games as an alternative development that can be applied in order to develop social skills for early childhood.	Cat-mouse (<i>kucing-tikus</i>) and <i>bhisek</i> games can develop social skills in early childhood
Pahlita Ratri Ramadhani, Puji Yanti Fauziah	Peer Relations and Traditional Games on Early Childhood Social and Emotional Skills	Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini Volume 4 Issue 2 (2020) Pages 1011-1020	The purpose of this research was to describe the relations of peer and traditional games with early childhood social and emotional abilities.	Traditional games such as Dhelikan, Engklek, Jamuran, Cublak-cublak Suweng, Dhingklik oglak-aglik, Dhakon, Gobak Sodor.	The results showed that the social and emotional skills of early childhood on the southern coast of Kulon Progo showed a fairly good level of developmental achievement	Traditional games such as Dhelikan, Engklek, Jamuran, Cublak-cublak Suweng, Dhingklik oglak-aglik, Dhakon, Gobak Sodor can improve children's social skills
Zakiya, Farida Mayar	Stimulating Early Childhood Social Skills Through Traditional Game Arts	Ensiklopedia of journal Vol 2, No 2 (2020) hal 28-33	The aim is to identify games that are able to stimulate children's social skills in their early childhood	Hompimpa or Gambreng, Rock Paper Scissor, Permainan Karet, permainan Soyung,	There are approximately 30 forms of traditional games that can be played by kindergarten age children. These games can develop various aspects of child development,	It has been identified that there are 30 traditional games that can develop children's social skills.

				Bermain Engklek, Bermain Keong, Main Kelereng (Gundu), Kites, Main Congklak, Bermain Hula Hoop and others	especially social skills. Identified traditional games can stimulate various aspects of child development, especially aspects of social skills	
Nelly Rut, Rumiris Lumban Gaol, Antonius Remigius Abi, Patri Silaban	The Influence of Traditional Games on Elementary School Children's Social Skills	Jurnal pendidikan Vol 6 No 2 (2020)	The research objective was to determine the effect of traditional games on the children's social skills in 4th-grade of SD 091526 Marjanji in the 2019/2020 academic year	Permainan boy-boyan (pecah piring), ular naga, bentengan (jaga tiang),	There is a significant positive effect of the utilization of traditional games on children's social skills in 4th-grade of SD 091526 Marjanji in the 2019/2020 academic year.	Some of the games identified can develop children's social skills are games of boy-boyan (pecah piring), ular naga, bentengan (jaga tiang),

In this new normal era, early childhood learning is carried out in the home environment with the family and the surrounding environment. Early childhood children are the children who actively moving, of course, apart from their primary needs. The need for movement also needs to be considered by parents, children's movements can automatically appear in the games. According to Ali (2020) Traditional games can improve children's movement skills and can practice social skills. Seefeldt and Barbaur (in Walker, n.d.), explaining social skills are learned behaviors, used by individuals in interpersonal

situations to obtain, maintain affirmation from their environment, not from birth acquired through the learning process from parents as the closest figure to children, learning from peers and the community.

Another benefit obtained is that can preserve traditional games that are almost extinct. With a lot of time spent at home, parents need cooperation to be able to play and learn together, the rules in traditional games are adjusted to the characteristics of early childhood by making rules that are simpler and eases to play easily. Traditional games can be played together with family at home to practice

early childhood social skills at home with parents.

Based on the results of the research from various previous research notes, about children's traditional games to stimulate social skills, there are dozens of traditional games that have been identified that can be played to train children's social skills.

In this research, the authors will explain just a few examples of traditional games that can be a stimulus for children in social skills that can be played in a family environment to be able to fill their spare time during a pandemic, including:

1. *Hom pimpah*

The game is played by at least 3 people, the goal in this game is to draw who wins or loses using the palm of your hand. When raffling uses "*hompimpa alaium gambreng*" the players will bring their hands forward. At the last word each child will show one part of his hands. Sentence of "*hompimpa alaium gambreng*" turns out to have a very positive meaning. "*Hompimpa alaium gambreng*" taken from the Sanskrit which means "*From God back to God*".

Social skills that are trained in this game are children who feel that they live side by side, interact with each other, exchange thoughts, experience so as to create a pleasant atmosphere for each member of the group,

hompimpa is also a symbol of initiation and reflects a high deliberative attitude.

2. *Suit, suwit, atau sut*

Suit, suwit, or sut is a way of raffling for two people by contesting the fingers to determine who wins. In children's games, *sut* winners can play first or freed from guarding. As a substitute for a raffle, *suit* are used to determine who gets something, or who can start something first.

The finger used in *sut* is the thumb which is likened to an elephant, the index finger which is likened to a human, and the little finger which is likened to an ant. Two people who were *bersuit* simultaneously held up their chosen finger. A draw occurs when both parties who are *bersuit* raising fingers of the same power, for example: little finger against little finger. If it is a tie, *suit* are repeated until either side wins.

Social skills that are trained in this game are to train self-confidence in children's decision making, in *suit* the child will think quickly and make strategies to solve problems.

3. *Tak jongkok*

The game is played with at least 3 players, it can be done in a family environment, how to play by doing *hompimpah* or *suit* to determine the chaser's player. Whoever loses becomes the chaser. Players will chase their friends until they are touched. If a friend is

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touched, then that friend turns to be the chaser. To avoid the chaser, each child may squat. Squatting means that the chaser cannot touch him. But there must be one person left (beyond the chaser) who is not squatting. Another child who is standing can wake a squatting child. The child who fails to wake up his friend and do the last squat means that he will become the chaser and replace the old one chaser.

The social skills that are trained in this game are (a) working together, each player being chased must be able to work together to help each other save so that they will interact with one another, (b) decision making, each player who is being chased must be quick in making decisions to squat or get caught and the chasing player must also be able to make decisions so that they can immediately change as the chaser, (c) self-control: each player is taught to control himself in order to focus on tasks and responsibilities, (d) communication: each player will communicate with each other in the game. The team being chased needs communication in order to solve problems and avoid being chased by the chaser. (e) help, asking for help: a player who is squatting will ask other players for help. (f) Saying thanks: when the person being chased saves the squatting player will say thank you.

4. Engklek Games

An important part of the engklek games

that develops social skills, among others, is when children do *hompimpa* and performs their role as children who get and play can teach children to understand the rules and be able to play the role that must be played in the social environment.

5. Cublek-cublek suweng

When the the children sing together in the game of *cublek-cublek suweng* and opens their palms to patiently accept their turn. When there is a child who holds a seed, the other friend must keep it a secret. This attitude has the potential to stimulate children's social skills to maintain the trust that has been given by others.

6. Delikan Games

This game can be played in-home environment, requiring at least 2 players. To play it, all players gather and then perform *hompimpah* or *sut* (a kind of raffle) to determine who is the guardian of the fort as well as finding other players who are hiding. As the guard closed their eyes and counted as agreed, the other players began looking for a safe place to hide. Once the counting is over, the game begins. In the quest, when the guard finds a player who is *ndelik* (hiding), he must rush to the fortress while shouting the player's name. Each region in Java has its own designation when the hand touches the fort. The guard has to run against the player who is caught, because if the player arrives

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first, he escapes the possibility of becoming the next guard. The guard has to find all the players or give up and say it out loud. The player(s) who gets "caught" by the guard then performs a *hompimpa* to determine who the next guard is.

Social skills that are trained: (a) follow the rules: all players follow the rules that have been agreed upon, for example by determining how many counts when closing your eyes, places where you are not allowed to hide, and others, (b) waiting for their turn: everyone has the opportunity to be the guard and the wanted player, (c) accepting criticism: each player must be prepared to be able to accept criticism from other players, for example: when opening his eyes before the count is completed, cheating and others, (d) interact with their environment: children are taught to be able to recognize the environment around the house because children

are able to look for the presence of players on each side of the room.

7. Fishing Net Games

By taking advantage of the limited space, this game can be done by requiring a minimum of 3 players. How to play: *hompimpa* and *sut* to determine the guard, the guard acts as a fishing net whose job is to catch fish (people in the room) by being held on in a room, for those who have been caught will become nets until everyone is caught but must not leave the room

Social skills that are trained in this game are skills to work together as fishers and teach children to be able to respond to situations and conditions for decision making. In this game communication and team strategy are also trained.

D. Conclusion

Social skills are needed by children to prepare themselves in social life, early childhood who have good social skills will certainly ease children to socialized and adapt to the society environment, especially at the early childhood age is a golden age that cannot be repeated. During this pandemic era, with the implementation of online schools, it will certainly be a shared task, especially the family to be able to keep children learning and living

actively to conduct the activities together. As we already know, traditional games are a characteristic of national culture that need to be preserved and have advantages and benefits in child's development.

There are so many traditional games in Indonesia, based on the identification of traditional games, there are many benefits, one of which is to stimulate children's social skills.

Almost all traditional games come with the

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values of communication, cooperation, following the rules, accepting criticism and others. Traditional games can be played by

seeing the conditions of the home environment and can be modified according to the existing situation and conditions.

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