

## The Impact of Traditional Sports Games in Cultivation Social Behavior

Mudayat<sup>1A-E\*</sup>, Elpipres Niku<sup>2AD</sup>, Ichwan<sup>3BC</sup>, Novi Ekasaputri<sup>4DE</sup>, Mualimin<sup>5A-E</sup>

<sup>1-5</sup>Faculty of Teacher Training and Education, Universitas Terbuka, Indonesia

### ABSTRACT

The technological development of the era and technological advances have made many school-age children prefer to play with Smartphones or other devices rather than playing with their peers. This situation is also a serious concern because at that age children should enjoy playing. The impact that occurs on children is a change in lifestyle and social interaction between children. This study uses Qualitative techniques using interviews and observations to obtain data. This study was conducted at Mataram Baru 1 Elementary Schools, Mataram Baru 2 Elementary Schools, Mataram Baru 3 Elementary Schools, Madrasah Ibtidaiyah NU Mataram Baru and the informants of this study were the Principal, School Treasurer, Classroom Teacher, Physical Education Teacher and the Students themselves. The conclusion is that traditional sports games can be used and are useful for training and improving social behavior, in its implementation it still requires guidance, especially in physical education learning using traditional sports games has been proven to improve positive student social behavior. However, in soccer games that are collaborated with traditional games, teachers need to remind students of the negative impacts such as riots, score fixing, and racism so that students continue to learn comfortably at school.

**Keywords:** Traditional Sports Games; Cultivation; Social Behavior.

### Corresponding author:

\*Mudayat, Faculty of Teacher Training and Education, Universitas Terbuka, Indonesia.  
Email: mudayat@ecampus.ut.ac.id

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## INTRODUCTION

The development of the era and the very rapid advancement of technology today makes the distance closer, and the world seems limitless. In the context of education, it is also affected where the learning process can be carried out anywhere (Cereda, 2023). Through the widespread use of smartphones, access to this technology has become cheaper and easier and everyone is sure to use it, but without realizing it, there are accompanying impacts from the rapid development of this very rapid technology (Criollo-C et al., 2021), where everyone is increasingly busy with their respective Smartphones. This situation also becomes a concern because it also occurs in school-age children. It is true that they are not allowed to use this Smartphone at School, but at home they rarely play or even interact with the surrounding community. It should be realized that at that age children should be happy to play with their peers. However, the fact is that the time to play with peers is reduced and there are changes in lifestyle and in carrying out social interactions. With this technological advancement, they do not need to leave the house to eat, drink, or socialize (Ariyanto et al., 2020; Sophonhiranrak, 2021), just by using a smartphone. With this



condition, the child's growth and development will be hampered, because their growth and development needs are not met (Dias & Victor, 2022). Apart from that, the lack of play in children will have an impact on their physical, social, emotional, motor, cognitive, affective and language communication development.

One thing that can be done by teachers at school and parents at home is to reintroduce traditional sports games to children. Traditional games are games that originate from the culture of society, where games in the context of education can be used as a provision of the importance of physical activity to improve health conditions, physical fitness, emotional control, morals and the formation of social behavior (Rudiyanto & Hadi, 2022). This game has many types, for example, what the researcher wants to do is play soccer using orange peel. Through playing activities, children will develop language, physical, cognitive and social skills (Dobersek et al., 2021). Another interesting fact that needs to be realized is that playing is also very beneficial for children, such as stimulating brain intelligence, creativity, and resolving conflicts between friends (McKenzie et al., 2000), training empathy, therapy, sharpening the five senses and doing or finding new things on one's own (Sa'diyah & Susanto, 2020). Social behavior is the ability or strategy used to initiate or maintain a positive relationship in social interactions that is acquired through a learning process and aims to obtain rewards in interpersonal relationships. (Selvaratnam et al., 2021). Social behavior is an individual's awareness that determines real and repeated actions towards social objects. This occurs not only among people in a society but also towards the surrounding environment, which must not be passive but must be active (Valério et al., 2021), meaning trying to influence, control, change, influence individuals, behavior, actions, thoughts, attitudes, feelings, desires, and so on and so forth. This condition needs special attention because school-age children today tend to spend more time playing with smartphones and sometimes this makes their personalities more selfish (Hanafi, 2023). That is why researchers want to see and observe traditional sports games in instilling better social behavior in early childhood because early childhood needs to be given the basics of social attitudes from an early age through traditional sports games.

## **METHOD**

### ***Design***

The research method used in this study is a qualitative method where the author tries to collect data directly from key subjects (Creswell, 2018; Sugiyono, 2017) with a more descriptive depiction of the results so that the collected data is in the form of words or images that better describe their meaning. This study intends to understand the phenomenon of what is experienced by the research subjects holistically, and by means of descriptions in the form of words and language, in a specific natural context and by utilizing various scientific methods (Sugiyono, 2017).

### ***Participants***

This research will be conducted in 4 Elementary Schools in Mataram Baru Village, namely Mataram Baru 1 Elementary Schools, Mataram Baru 2 Elementary Schools, Mataram Baru 3 Elementary Schools, Madrasah Ibtidaiyah NU Mataram Baru. Therefore, the informants of this study are the Principal, School Treasurer, Classroom Teacher, Physical Education Teacher and the Students themselves. For students, the researcher used purposive sampling (Creswell, 2018), where it is only used by 5th grade students with

the consideration that they are mature in their thinking and understanding regarding the research theme regarding the impact of traditional sports games in instilling social behavior.

### Instruments

Data collection in this study uses data that directly provides data to the primary data collector and data that does not directly provide data to the data collector. In this study, the author uses observation techniques through observation (Creswell, 2018; Derung, 2018), to obtain the necessary data regarding social behavior of students in traditional sports games.

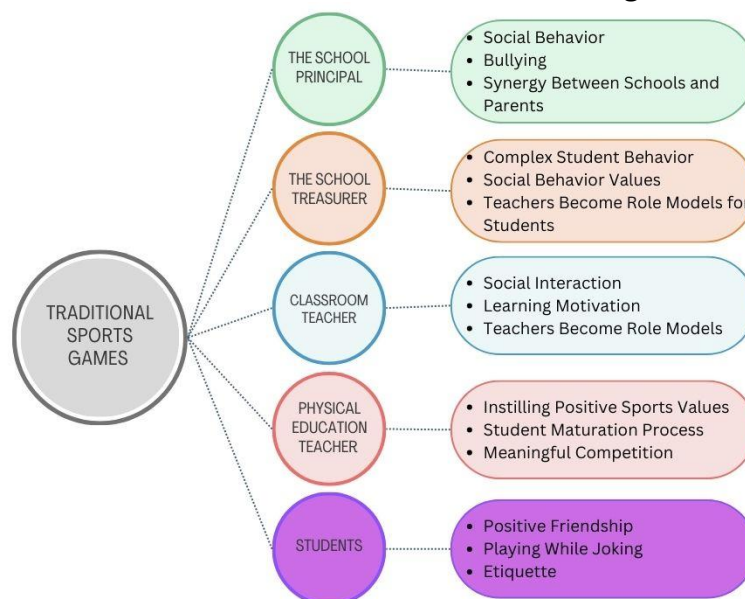
### Data analysis techniques

After all the data is collected, the next step is data management and analysis. In the data analysis section, the process of systematically tracking and arranging interview transcripts, field notes and other materials is described so that researchers can present their findings. This analysis involves working on, organizing, breaking down and synthesizing data as well as finding patterns, revealing important things, and determining what is reported. In this case, researchers can use logic, ethics, or aesthetics in the description of this data analysis so that operational examples are given, for example matrices and logic (Bakti Bachtiar & Kastrena, 2019). The steps for data analysis carried out are 1) Data Reduction, 2) Data Display and 3) Conclusion (Creswell, 2018; Sugiyono, 2017). The success of achieving the goal by exploring complex problems or trusting in the results of research data is the point in this research.

## RESULTS AND DISCUSSION

### Results

The following presents the results of research on the impact of traditional sports games in cultivation of social behavior, which can be seen in Figure 1 below.



**Figure 1.** The Results on Traditional Sports Games  
**Source:** author/personal data

The results show that the social behavior of elementary school students is an interaction between individuals with various potentials that children build with their surroundings which of course still require guidance from parents, teachers, and the community. Social behavior that occurs in fifth grade elementary school students is still in the normal stage but still requires guidance from teachers, parents, and the community. Until now, the interaction between students and students with teachers has been going well to create a safe school environment, but factors that can hinder the achievement of social behavior in schools are usually the lack of synergy between schools and parents of students. Based on this view, there needs to be an agreement, understanding, and synergy between schools and teachers in instilling good social behavior in students to create a safe, comfortable, and child-friendly environment.

Social behavior is the way two people interact where the behavior of fifth grade elementary school students begins to be complex and varied because they have entered puberty and can affect the good or bad of their social behavior. Conflicts between friends, social media, and a very large comparison of the number of students can be obstacles for teachers in instilling positive values in social behavior. Teachers must be role models for their students, especially in instilling good social behavior values. Fifth grade students have differences in social interaction because they are already in the process of finding their identity. However, bad social behavior can sometimes have an impact on student learning achievement. Students tend to be closer to the homeroom teacher because of the frequent interactions that occur between the two.

In handling bad student behavior, homeroom teachers need to be role models for their students. Students need to be instilled with positive social behaviors from an early age because school is a time when they are looking for their identity. The values that are the essence of soccer can change students' social behavior for the better. However, there are far more positive values in soccer, and they can be applied to students in the school environment. This is natural when learning is fun, but it needs to be considered by the Physical Education Teacher when there are negative jokes such as teasing each other, playing physically that can disrupt learning and students' motivation to learn. This attitude itself is the hope of the Physical Education Teacher in instilling polite attitudes in students.

## Discussion

Social behavior is obtained from the fact that the social behavior of elementary school students is an interaction between individuals with various potentials that are built by children with their surrounding environment which of course still requires guidance from parents, teachers, and the community. This impact occurs because of the process of habituating attitudes carried out by physical education teachers during learning where students not only learn skills but also instill positive attitudes (Ginanjar & Julianti, 2024; Hildebrandt & Cañal-Bruland, 2020) which ultimately forms the characteristics of superior students according to the Pancasila Student Profile. Social behavior that occurs in grade V elementary school students is still in the normal stage but still requires guidance from teachers, parents, and the community. Students' social behavior begins to look bad since they can interact and do Bullying. Therefore, physical education teachers need to provide opportunities for students to always be actively involved in learning (Gil-Arias et al., 2021; Ginanjar, Rihatno, et al., 2023), so that students have the social spirit expected by teachers, schools and parents as a result of learning (Zhou et al., 2020). The process of interaction between students and students with teachers runs well so as to create a safe school

environment, but factors that can hinder the achievement of social behavior at school are usually the lack of synergy between the school and the parents of students which is a reflection of a good learning process (Becker et al., 2020; Silva et al., 2023). Based on this view, there needs to be agreement, understanding, and synergy between the school and teachers in instilling good social behavior in students to create a safe, comfortable, and child-friendly environment.

Physical education learning using traditional sports games has been proven to improve positive social behavior in students. For example, when students fail to practice activities, there will be friends to help them with all their best efforts while still respecting their teammates (Boyniewicz et al., 2021; Burhanuddin et al., 2022). The social behavior of fifth grade elementary school students is starting to become complex and varied because they have entered puberty and can affect the good or bad of their social behavior. The process of separating good and bad is one aspect that is emphasized in instilling students' social skills, through the process of making the right decisions (Novita Sari et al., 2019; Kozlova et al., 2020) It is expected that students learn to respond wisely to avoid conflict with their friends. Teachers must be role models for their students, especially in instilling good social behavior values while still presenting enjoyable learning for students (Ginanjar, Widyawan, et al., 2023; Vernanda, 2023).

Fifth grade students have differences in social interaction because they are already in the process of finding their identity but have begun to understand gender differences so they can differentiate their behavior with the same sex or with the opposite sex. Clearly this has been done by the Teacher in the classroom (Ginanjar, Samsudin, & Rihatno, 2024; Nuryadi et al., 2023), where each student is advised to learn to do an independent evaluation. Behind the process of finding one's identity, sometimes there is bad social behavior and teachers need to identify the root of the problem and provide guidance to the student. Although sometimes confusing for students (Vernanda, 2023), but this process can lead students to become accustomed to having positive social attitudes (Fahlifi et al., 2023; Irawan et al., 2023). The hope is that good academic achievement will be achieved with adequate sporting abilities, so that indirectly the student's behavior will be related to their motivation to study at school (Novita Sari et al., 2019; Kozlova et al., 2020). Students tend to be closer to teachers at school and can learn attitudes and manners from their teachers. Therefore, homeroom teachers need to be role models for their students to instill positive social behaviors from an early age to form a personality according to the expected Pancasila Student Profile.

The values that are the essence of the game of soccer that are collaborated with traditional games can change the social behavior of students to be better. Through careful planning from the physical education teacher, it will make it easier for teachers to apply the right learning strategies (Kadir et al., 2021) which has an impact on improving students' social aspects. In this soccer learning, physical education teacher also needs to remind negative impacts such as riots, score fixing, and racism still haunt this game so that students continue to learn actively without being influenced by these negative attitudes. Physical education teacher can guide students to be able to solve problems that arise in the game, when students experience problems, teachers provide reinforcement in the form of suggestions or positive clues (Pan et al., 2023; Puklavec et al., 2021), so that students are more motivated to learn. The positive values in the game of soccer are much more and can be applied to students in the school environment, where students' attitudes will feel comfortable and challenged to complete learning, students experience a problem

(Barba-Martín et al., 2020; Barquero-Ruiz et al., 2020). Teachers must be able to direct students in a positive attitude during learning, this will increase students' motivation to try more diligently with a high curiosity from students and study seriously or change negative things into positive social attitudes such as being persistent, serious and never giving up forming a strong personality (Li et al., 2023).

This situation makes students actively involved in the learning provided by teacher. (Ginanjar, Samsudin, Resmana, et al., 2024; McCosker et al., 2021), the impact is that students are able to learn the game of soccer while still showing a positive social attitude during learning. But in its implementation, there are still students who enjoy playing and joking during learning. This is natural when learning is fun, but it needs to be considered by physical education teachers when there are negative jokes such as teasing each other, playing physically which can disrupt learning and student learning motivation. In addition, this condition will also have an impact on some students who are able to increase feelings of anxiety and discomfort during learning, if left unchecked this will reduce student learning motivation (Reyes et al., 2023). This reinforcement also needs to be carried out by physical education teachers in order to obtain maximum learning outcomes, in this situation students really imitate what is taught by the teacher in character building at school, for example "When the teacher scolds me, I will be quiet and listen to the teacher's advice while thinking about the mistake and will immediately apologize" or students are able to politely reprimand students who are naughty and remain good friends. This kind of attitude itself is the hope of the school, teachers, parents and the community (Mughtar et al., 2020) in cultivation of student's social behavior.

## CONCLUSION

Social behavior that occurs in fifth grade elementary school students is still in the normal stage but still requires guidance from teachers, parents, and the community. Physical education learning using traditional sports games has been proven to improve positive social behavior in students. Fifth grade students have differences in social interaction because they are already in the process of finding their identity but have begun to understand gender differences so that they can distinguish their behavior with the same sex or with the opposite sex. Behind the process of finding their identity, sometimes there is bad social behavior in students and Physical Education teachers need to identify the root of the problem and provide guidance to these students. Traditional sports games can be used and are useful for training and improving social behavior, in their implementation they still require guidance. Especially in physical education learning using traditional sports games, it has been proven to improve positive social behavior in students. However, in soccer games that are collaborated with traditional games, teachers need to remind students of the negative impacts such as riots, score fixing, and racism so that students continue to learn comfortably at school.

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## CONFLICT OF INTEREST

The author declares that there is no conflict whatsoever related to the research, writing and publication of this article.

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