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ANALYSIS OF INCREASED SOCIAL INTERACTION THROUGH TRADITIONAL SPORTS GAMES IN ELEMENTARY SCHOOL STUDENTS

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Abstract

Physical education is one of the subjects in schools, including elementary schools. Learning to swim is not easy as experienced by 6th grade students of SDN 2 Pataruman Garut. Where they still have a lot of difficulty in doing social interactions. One of the learning methods that can be used in this case is the Direct Instruction (DI) method with a Video Media approach and game application. This study aims to determine the effect in improving the results of social interaction through traditional sports on 6th grade students of SDN 2 Pataruman Garut. Direct learning method assisted by video media, is very good for improving the results of students' social interaction quite significantly. From the results of the analysis obtained a significant increase from cycle 1, cycle 2 and cycle 3. The results of social interaction through traditional sports in cycle 1 in the Good category were 8% the number of students who completed was 15 students. In cycle 2 there was an increase in the percentage of students' social interactions in the Good category by 40%, while 23 students were complete. In cycle 3, there was an increase in students' social interactions in the good category by 64% while 24 out of 25 students were complete.

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INTRODUCTION

Elementary school students can still be categorized as students who have growth and development patterns in physical, cognitive, socio-emotional, creative, language and communication aspects that are in accordance with their age stages. The growth and development of children at the age of 6-12 years is influenced by the school environment. However, the characteristics of elementary school children are at the stage and tend to like to play, therefore to be able to interact in association requires good interaction.

Syahrial, et al. revealed from Soekanto, 2006 that the condition of social interaction is the existence of social contact and communication. Through this physical education learning, it is hoped that it can stimulate the development and physical organization of students, the development of balanced attitudes, mental, social and emotions. Physical education is one of the subjects at every level of school and is a driving medium to train the development of motor skills, physical ability, attitude knowledge, sportsmanship, habituation of a healthy lifestyle and the formation of character (mental, emotional; 1, spiritual and social) in order to achieve the goals of the national education system.

A Physical Education Expert from the US, Siendentop suggested that physical education can be widely accepted as a model, "education through physical or physical activity." Which has developed in its studies in the late 20th century emphasizes physical fitness, mastery of skills, knowledge and social development. It can be concluded that this physical education can also be mentioned with a series of physical activities that are selected to achieve the desired results.

Physical education has become an integral part of the educational curriculum in Indonesia which aims to improve the physical and social-emotional quality of students (Anisa, 2024). The ability of physical activity

in physical education is able to improve the ability of social interaction with the school environment. One of the learning of Physical Education in Elementary School that is in harmony with the form of student activities with social interaction is traditional sports games.

For elementary school students, social interaction is very important and essential because they are learning to adapt to society and find their identity through the roles they learn (Eni, 2024). In addition, social interaction also gives them an opportunity to get information from the surrounding environment, namely the school. In social development or social interaction, students can be helped by playing. Playing can make students increase social interaction by understanding themselves, others, and the surrounding environment (Lubis, 2019).

This traditional sports game is inherited from ancestors for generations and has many benefits besides preserving the culture and character of the nation. Apparently, in addition to that, traditional sports games are now also beneficial for psychological development, increasing creativity, agility, motivation, and also as exercise advice to improve physical fitness. Although, in this sophisticated era, this traditional sports game is increasingly excluded and rarely students recognize it. It is hoped that the existing curriculum in basic education will be able to make it a form of physical activity that is often used in learning.

Traditional games are also often known as folk games, because they are a play activity that not only aims to entertain themselves, but also as a tool to maintain relationships and social comfort (Dicky, 2020). Therefore, it is important for children or elementary school students to always apply traditional sports games in physical education learning.

In synchronizing social interaction with traditional sports games, the role of a teacher is very important in it. The desired results will

not be achieved if the Physical Education teacher is not able to develop various learning models. So that the learning process can take place well and with quality. One of the learning models that can be used in this case is

Through a direct learning model with a video media approach, a physical education teacher will be able to deliver material well and in detail, so that students will be able to understand concepts without learning misconceptions. This learning model is important to equip students in understanding the steps of traditional games before playing on the field and promoting the cultural values of the sport.

Traditional sports games are diverse learning ranging from the types of games, benefits, and goals. But overall this traditional sports game will be able to develop students' abilities that have an impact on good social interaction

METHODS

This study uses a quantitative method with a PTK (Classroom Action Research) design. Classroom Action Research is a research that is carried out in the classroom by using an action to improve the quality of the teaching and learning process in order to obtain better results than before. This PTK design has 3 cycles. The first cycle is planning, implementation, observation and evaluation. The results of the first evaluation will enter the

the direct learning model (Direct Instruction / DI) with a video media approach.

second cycle with the same stages until the end of the evaluation. If the problem has not been solved, it must enter the next cycle.

This research was also conducted at SDN 2 Pataruman, Garut. The population of this study is 5th grade elementary school students consisting of 3 classes using nonprobability sampling technique where the sample from this study is 25 5th grade elementary school students at SDN 2 Pataruman

FINDINGS AND DISCUSSION

This study produced several findings based on quantitative data analysis techniques. Prior to obtaining the results, the study used 16 meetings to achieve maximum results.

Findings

Based on the implementation of actions during 3 cycles carried out as many as 14 meetings, data was obtained that the learning outcomes of traditional sports games through social interaction have increased. The increase in learning traditional sports games through social interaction is known by applying *the Direct Instruction learning model* through video media. The results of the observation of the application of this learning model can be seen in the following diagram:

Table 1. Comparison of Observation Results of Learning Outcomes of Traditional Sports Games through Social Interaction Using the Direct Instruction Learning Model cycles I, II, and III

Learning Outcomes of Traditional Sports Games Through Social Interaction Using the Direct Instruction Learning Model		
Cycle I	Cycle II	Cycle III
60%	92%	96%
Enough	Very good	Very good

Based on the table above, the percentage of observation results using the Direct Instruction teaching model in the first cycle is still 60% with a sufficient category, while in the second cycle it has increased significantly by 92% with a category of 92%, then in the third cycle it has increased slightly to 96%. The increase in social interaction is known from the results of the evaluation as follows:

Table 2. Results of Improving Student Social Interaction

Information	Percentage			
	Initial Data	Cycle 1	Cycle 2	Cycle 3
Complete	8 students	15 students	23 students	24 students
Completeness Prosntaise	32%	60%	92%	96%
Incomplete	17	10	2	1
Incomplete Prosntase	68%	40%	8%	4%

In Cycle 1, only 15 students reached the completion criteria, while the rest did not. Based on the results of the initial data description, the learning outcomes of increasing interaction with traditional game sports methods of grade 6 students of SDN 2 Pataruman after being given No 1 were Enough with a percentage of 36%, Less with a percentage of 40%, Quite Good 16%. And good 8%.

In cycle 2, there was a fairly high increase, namely 23 students reached the completion criteria, while the rest had not. Based on the learning results, the increase in interaction with traditional game sports methods of grade 6

Discussion

From the sample taken, namely 30 students, only 24 students completed and experienced an improvement in learning, increased interaction with traditional sports methods. Of the 6 students who did not complete, there were several factors that experienced obstacles to completion, namely physical limitations, lack of students' abilities and skills as well as environmental constraints that affected them.

Through the improvement that occurred from the initial condition until actions 1, 2 and 3 were given, it can be concluded that the traditional sports game learning method is very influential in increasing social interaction of grade 6 students of SDN 2 Pataruman Garut.

The use of the Direct Instruction learning model in Physical Education learning makes this learning more active, creative and able to improve students' socio-emotional abilities because this learning model involves cooperation with fellow students, students play an active role in working together through the learning process with video media.

students of SDN 2 Pataruman after being given Noan 2 is Good with a percentage of 40% and the rest (Very Good 12%; Quite Good 20%; Enough 20%; Less than 8%).

At the end of the 3rd cycle of action, a total of 24 students reached the completion criteria, but there was still 1 student who had not completed it. Based on the learning results, the increase in interaction with traditional game sports methods of grade 6 students of SDN 2 Pataruman after being given Noan 3 was Very Good 24%, Good 64%; Enough 8%; Less than 4%.

This Direct Instruction learning model has an effect on students' understanding of the importance of social interaction. Because this model is a teacher-centered approach to teaching. If you look more carefully, from the results of the above observations, student activities in the teaching of Physical Education through the Direct Instruction model show an improvement in each cycle which is categorized as very good from a percentage scale of 90%.

CONCLUSION

The direct learning method assisted by video media is very good for improving the results of social interaction of students in class SDN 2 Pataruman. From the results of the analysis, an increase was obtained in each cycle, starting from cycle I, cycle II and cycle III. The result of interaction in the first cycle in the Good category was 7.40%, the number of students who completed was 15 students. In the second cycle, there was an increase in the percentage of student learning outcomes in the Good category by 33.3%, while students who completed were 24 students. In cycle III, there

was an increase in student learning outcomes in the good category by 48.1% while students who completed 24 out of 25 students

Classroom Action Research on Grade 6 students of SDN 2 Pataruman was carried out in three cycles. Each cycle consists of four stages, namely: (1) planning, (2) implementation of actions, (3) observation and interpretation, and (4) analysis and reflection.

The researcher gave some suggestions as follows: 1) For teachers, they should apply a direct learning model to the learning process that emphasizes basic skills for students, especially in terms of interaction. Through direct learning, students can pay attention to work suggestions, or examples of interactions demonstrated by teachers and directly students can implement them which are demonstrated directly. In this case, teachers can directly provide feedback on the quality of work references. 2) For Readers, the use of auxiliary media in the form of videos in the learning process that applies the direct learning method is very necessary, because it is used as a reinforcement in increasing social interaction to the maximum.

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