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PSYCHOSOCIAL FORMATION THROUGH TRADITIONAL GAMES AND SPORTS IN ELEMENTARY SCHOOL STUDENTS

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Abstract

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The purpose of this study was to determine the formation of psychosocial through traditional games and sports. The focus of the problem as well as the objective of this research is to investigate psychosocial formation through traditional games and sports. This research reveals the conclusion that traditional games and sports simultaneously have a great effect on students through experience. Various traditional games and sports activities such as clogs, boy-boyan, cat-mouse, hopscotch, gobak sodor, snakes and ladders, and stilts may create things that arouse students' social attitudes. Various traditional games and sports activities such as clogs, boy-boyan, cat-mouse, hopscotch, gobak sodor, snakes and ladders and stilts can create things that arouse students' social attitudes. This creates a learning experience to be able to train teamwork, goal setting, psychosocial adjustment needs and psychosocial adjustment needs from social relationships. This study used an experimental method with a pretest and posttest design with a sample of 25 elementary school students. The results showed that there was a significant influence on increasing psychosocial in the sample given the traditional games and sports program

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INTRODUCTION

Based on the results of a study from the Ministry of Health's Data and Information Center in 2020 in Indonesia, it is stated that 4.3% of men and 5.9% of women at the age of junior and senior high school level have suicidal thoughts. The Ministry of Women's Empowerment and Child Protection (Kemen PPPA) encourages education units to be more empathetic and friendly to children and adolescents as an effort to reduce the risk of psychosocial disorders that are currently rampant. Serious efforts are needed to overcome these psychosocial problems. For this reason, psychosocial disorders must be addressed immediately because, if left unchecked, it can cause a snowball effect and be harmful to the child himself, his circle of friends, and his social environment (Kemen PPPA, 2021). Dissemination of the results of this study conducted by Gloriabarus, (2022) at the Grand Melia Hotel Jakarta revealed that the most common mental disorder suffered by adolescents is anxiety disorder (a combination of social phobia and generalized anxiety disorder) at 3.7%, followed by major depressive disorder (1.0%), behavioral disorders (0.9%), and post-traumatic stress disorder (PTSD) and attention and hyperactivity disorder (ADHD) at

0.5% each. Meanwhile, recently on October 2, 2023, a teenager initialed SB aged \pm 15 jumped from the 13th floor of a flat in East Jakarta. Based on information from the family, the teenager initialed SB often isolated himself in his room, playing games with his cell phone and computer (Sinombor, 2023). Recently, the news in the Jakarta Indonesian Child Protection Commission (KPAI) noted that during January-November 2023, there were 37 complaints about cases of children ending their lives or committing suicide, and sadly, these cases occurred at vulnerable ages, namely grades 5-6 elementary school, grades 7th-8th of junior high school, and grades 10th-11th of senior high school (Fahlevi, 2023).

Some researchers appear to agree that these psychosocial challenges if not addressed promptly can severely impede students' day-to-day functioning and worsen their mental health (Duinhof et al., 2015; Karki, 2017). The psychosocial problems of adolescents at secondary level are higher, and findings indicate that students face more problems related to educational and emotional aspects (Mumthas & Muhsina, 2014). In line with the results of the study (Rajkumar et al., 2015) reported due to the busy schedule, new atmosphere,

exams, personal relationships with teachers, fellow students plus growing up, most students encounter several psychosocial problems such as stress, depression, anxiety, and lack of interest. Parenting mistakes will cause problems in their development, and this will have an impact on the children's future life which will make it difficult for them to socialize and develop according to their limits, and this is a children's psychosocial problem (Rahimah & Koto, 2022).

Therefore, it is one of the tasks of the community within the education unit to shape character and help develop the potential that exists in children. However, what is currently an obstacle, especially in elementary schools (SD), is that many students' behavior is hampered by the development of potential and in the formation of student character, namely students who experience problems that cannot be resolved alone, including psychosocial disorders (Evi, 2020).

Physical education in elementary school has a crucial role in helping children's physical and social-emotional development. Through structured physical activities, students can improve physical fitness, develop motor skills, and understand the importance of a healthy lifestyle (Putri et al., 2024). In the physical education process, of course,

there are goals to be achieved. As explained above, student competence is the goal to be achieved. In physical education, there are several aspects that can be achieved by students such as aspects of physical development related to activities using the student's body, aspects of motion development that will relate to student movement skills, aspects of mental development related to the ability to think (Ginanjar, 2019). There are many approaches to implementing the physical education process, one of which is by introducing children to the experience of playing or games.

Research on traditional games has highlighted participants consisting of indigenous youth in Canada on how they were engaged in traditional games (Dubnewick et al., 2018). However, this is not necessarily the case with traditional games in Indonesia, as a study conducted in Canada, Konya and Spain revealed that traditional games can potentially play a key role in relation to the emotional aspects of physical education. Traditional games may enhance the sports experience of indigenous adolescents in the aspects of cultural pride, interaction with elders, interaction with nature, and developing basic movements. Furthermore, traditional games also contribute to participants' motor, linguistic, cognitive, social-emotional

and self-care development to some extent (Lavega et al., 2014).

There are several traditional games originating from various regions of the game of chase or cat-mouse abroad called chase tag, a game that is easy for children to play and simple to play, namely a game where the way to play is to chase people by touching them. The cat-mouse game demonstrates a positive influence on children's self-confidence with the results of class action research on group A children at Sayang Ibu Kindergarten, in cycle I of 53.43% and cycle II to 77.5% (Permana & Syafrida, 2019). The results of the research suggest that there are several character values integrated in traditional cat-mouse game, namely religious values, curiosity values, honest values, responsibility values, hard work values, social care values, peace-loving values, and discipline values. In addition, it is suggested that the cat-mouse game be a means of character education to students during physical education learning and outside physical education learning (Tesalonika & Munawar, 2016).

Based on the results of previous research, the researchers are required to conduct research aimed at knowing the psychosocial formation through traditional games and sports conducted

with 14 traditional games and sports in elementary school students where the psychosocial needs of elementary school-age children are a phase of character building.

METHODS

This research is an experimental method. The fundamental assumption in the selection of the experimental method was based on the main objective of the research, namely to test the answer hypothesis in the research conducted to investigate the effect of one independent variable on one or more dependent variables (Sereyrath, 2024). More specifically (Fraenkel et al., 2022) states that experimental research investigates the effect of at least one independent variable on one or more dependent variables.

The research procedure began with examining the research problems, determining participants, determining research methods and designs, conducting pretests, preparing and carrying out treatments, conducting posttests, processing and analyzing data, and concluding research results.

The instrument adapted from Pineda, (2019) was a questionnaire instrument developed by students from the Wesleyan University Graduate School, namely the Questionnaire on Psychosocial Adjustment Needs of

Grade 7 Students which is divided into three parts: 1). Soci-demographic profile of respondents, 2). Psychosocial adjustment needs (cognitive, emotional, and social) 3). Psychosocial adjustment needs of social relationships (teachers, classmates, parents and siblings).

The sample in this research was 25 elementary school students in Kemayoran Sub-district, Central Jakarta by using data collection techniques in the form of questionnaires given to research subjects through pretest as initial data and through giving posttest as final data. The data were processed, analyzed, and tested first using the calculation of normality test, homogeneity test, and t test.

FINDINGS AND DISCUSSION

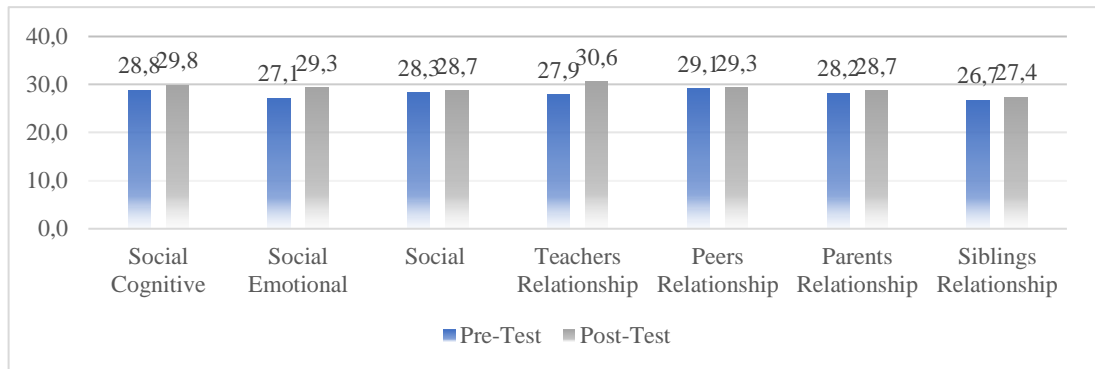
The treatment in this research was carried out for 14 meetings during which each meeting was carried out traditional games and sports activities, including: *congklak*, *damdas 16 batu*, stilts, clogs, *gobak sodor*, *bentengan*, snakes and ladders, jump rope, *salam sabrang*, *boy-boyan*, hopscotch, *papanjakan*, *bedil jepret*, cat-mouse.

Findings

The mean value results on psychosocial variables obtained pre-test results of 196.090 and post-test results of 203.861, and from these results, there is a gap or difference in value of 7.771 points, which suggests that the mean value of the research group has increased from pre-test to post-test. This implies that traditional games and sports have an impact on psychosocial variables.

The research experimental group with the treatment of traditional games and sports obtained a significance value (sig.) of 0.000 which is smaller than 0.05 ($0.000 < 0.05$), according to the decision-making criteria, H_0 is rejected, indicating that there is an effect of traditional games and sports on psychosocial improvement in elementary school students. Based on the results of the t-test calculation, the t_{count} value is 5.121 which is greater than the t_{table} value at the significance level (α) = 0.05 with the degree of freedom (dk) = n-k obtained at 2.068 ($5.121 > 2.068$). Therefore, H_0 is rejected, which implies that there is a significant effect of traditional games and sports on psychosocial improvement in elementary school students.

Table 1 Mean value of indicators



Discussion

Based on the results of the calculation, it appears that there is a significant effect on psychosocial improvement in the sample given the traditional games and sports program. As previously mentioned in previous research, through sports games, students not only develop physically but also cognitively and socially.

This is consistent with the statement of Hermens et al., (2017) that through sports, training programs can encourage life skills and social skills. Meanwhile (Lavega et al., 2014) state that traditional games and sports have a key role in relation to aspects of social attitudes. Sports games form the social situation of students, that the social situation is defined as any situation in which there is interdependence between humans with one another (Bibi et al., 2022).

Efforts must be made to observe the psychosocial development of students through various training efforts,

learning, and or other relevant training/learning methods. Based on the results of data analysis in the test of the effect of traditional games and sports programs, the authors have found that there is a significant effect of psychosocial integration traditional game programs on the psychosocial development of elementary school students.

The results of this research are consistent with that of Stone & Stark, (2013) whose findings suggest that children can unconsciously develop a series of social attitudes through play. As in research conducted by (Dubnewick et al., (2018) it suggests that participating in traditional games may enhance the sports experience of indigenous adolescents and develop one's personal characteristics.

This justifies that psychosocial development can be realized through traditional games and sports. Psychosocial development takes place because through games students are unconsciously required to communicate

between students and students or students and teachers during the learning process.

The execution of learning through traditional games and sports implies that the implementation of learning without questioning, informing, and discussing psychosocial elements in a direct way. The enthusiastic attitude exhibited by participants in this research also verifies that traditional games and sports are unique, so that they are still comfortable and happy to be played, especially among Gen Z children, even though at this time they are accustomed to an environment that is all about technology and social media.

CONCLUSION

The focus of the problem as well as the objective of this research is to investigate psychosocial formation through traditional games and sports. This research reveals the conclusion that traditional games and sports simultaneously have a great effect on students through experience. Various traditional games and sports activities such as clogs, *boy-boyan*, cat-mouse, hopscotch, *gobak sodor*, snakes and ladders, and stilts may create things that arouse students' social attitudes. This creates a learning experience to be able to practice teamwork, goal setting, psychosocial adjustment needs, and psychosocial adjustment needs of social

relationships. The focus of this research is on revealing traditional games and sports programs in the psychosocial enhancement of elementary school students. Traditional games are a very compatible activity setting in implementing psychosocial through physical activities, as an appropriate medium to improve psychosocial, in this case psychosocial becomes one of the components in elementary school students. Developing various traditional games and sports related to the value of character building, especially psychosocial, is a crucial way of applying psychosocial to students, so that they can become more skilled and resilient in facing various challenges in life in the future.

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