

Analysis of Traditional Games on Children's Social Skills in Muria Indah Kudus Housing

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Abstract: Traditional games have many benefits in all aspects of early childhood progress which include physical motor, social and emotional, moral, cognitive, and language development. Knowing the various kinds of traditional games in Muria Indah housing complex. Describe the values in traditional games in Muria Indah housing that impact children's social skills, and identify the various impacts that traditional games on children's social skills. By playing, they socialize and interact with peers. Thus, through play activities, children can practice their social skills. However, children who live in housing tend to prefer modern games over traditional games. This study was conducted with the following objectives: 1) to find out the types of traditional games played by children living, and 2) to explore the impact of traditional games on children's social skills in Muria Indah Kudus housing. This research uses qualitative methods to get answers to the formulation of the problems. The data to be explored are the types of traditional games and the possible impact on social skills in children living in Muria Indah Kudus housing. The source of data used is children who are in the housing. To collect data, the author uses observation sheets and interviews. The data collected will be analyzed following the stages suggested by Miles and Huberman. In this study, Muria Indah housing children still play with traditional toys. They play in the afternoon with peers, and their social skills can relate positively to peers and spend the afternoon playing with their teammates. Children in Muria Indah housing who play traditional games can collaborate with their peers during afternoon playtime.

Keywords: Traditional games, children, social skills

1. Introduction

God creates humans as social creatures who cannot live alone because people need reciprocal relationships with fellow humans. In everyday life, humans need social skills in socialising. Social skills help a person be more courageous in speaking and expressing feelings or problems while finding adaptive solutions, thus trying to avoid things that can hurt themselves and others (Ali et al., 2021).

One of the elements that can develop children's character is traditional games. Traditional games have many benefits in all aspects of early childhood development, including physical motor development, social and emotional, moral, cognitive, and language development (Kacar & Ayaz-Alkaya, 2022). By playing, they socialise and interact with peers. There are several games that they like to play. The types are traditional games and modern games. Traditional games adapt to the culture of each region. In Kudus, there are several traditional games such as *hide and seek*, *grobak sodor*, *englek*, *fort*, *bola bekel*, *kite*, *jumping rope*, *congklak*, *cublak-cublak suweng*, *rope*, *congklak*, etc. While modern games such as *PlayStation (PS)*, *online games*, *lego*, *slime*, etc.

Traditional games have many benefits for children. Besides not spending a lot of money, traditional games can also keep the body healthy because all traditional games use extra body movements. Traditional games are very good for physically and mentally training children because children will indirectly be stimulated by creativity, agility, leadership spirit, Intelligence, and breadth of insight through traditional games (Irmansyah et al., 2020). At this age, children are happy to play. Because by playing, in addition to relieving also, children can make social adjustments (Yılmaz & Griffiths, 2023). Traditional games are passed down from generation to generation either orally, in writing or action. They use simple tools to play them for entertainment or fun, and contain positive values. Many types of traditional games

are played together; almost all traditional games teach the meaning of togetherness seen from how they play (Irawan et al., 2021).

Traditional games are activities governed by a rule carried out by the community according to the culture produced in their respective regions to excite the community, especially children. These traditional games can be categorised into three groups, namely games for playing (recreational), games for competing and games of an educational nature. Traditional games can be classified as modern games because the way to use them is the same, but what distinguishes the game is the tools and methods, as well as how to understand them for traditional games have been very easy to understand by children from ancient times to the present and will determine social relationships and behaviour towards others in the future (Marlina & Pransiska, 2017).

Traditional games are passed down from ancestors with various elements and values that greatly benefit those who play them. According to James Danandjaja, traditional games are a form of children's games, which circulate orally among members of certain collectives, are traditional and inherited from generation to generation, and have many variations. When viewed from the root of the word, traditional games are activities governed by a game rule, a legacy from previous generations carried out by humans (children) to get excitement. Melianasari & Suparno (2018) state, games have grown and developed since ancient times. Each region has its type of traditional game.

Some types of traditional games are still widely practised by children, namely: *bebentengan congkalak, dogdog lojor, ecor gatrik, kobak meong bangkok, ngadu karbit ngadu muncang oray-orayan pal-palan prang-pring, pacublek-cublek suweng, sar-sur, serok, susumputan turih, oncom, uncing kalangkang, uncing peungpeun, uncing kuriling and galah bandung*. Individual games include *engrang*, while group games include *grobak sodor, snake dragon and kucing-kucingan*. Gender-based games such as *grobak sodor, and masak-masakan*. Indoor games include hide-and-peek. Games with tools are *gasing, egrang*, and marbles. Games without tools include *betengan and grobak sodor*.

Every form of activity in play or games for children positively values their development. According to Putra & Hasanah (2018), the values contained in traditional games are: 1) the value of democracy, 2) the value of education, 3) the value of education, 4) courage values, 5) health values, 6) unity values, and 7) moral values. Groll et al. (2015) describe the elements of cultural values in traditional games are: 1) the value of fun or excitement, 2) the value of freedom, 3) a sense of friendship, 4) the value of democracy, 5) the value of leadership, 6) a sense of responsibility, 7) the value of togetherness and mutual assistance, 8) the value of obedience, 9) training proficiency in counting, and 10) the value of honesty and sportsmanship.

According to Nugraha et al. (2018), indicators of social skills in traditional game activities are described and become 7 aspects, namely skills in cooperation, skills in adjusting, interaction skills, self-control skills, skills in empathy, skills in obeying rules, and skills in respecting other people's opinions. Traditional games are very common in rural communities. However, playing this game in urban areas is rare, especially for those living in housing estates. It is because less and less empty land or yard is usually used to play traditional games. In addition, it is challenging in residential areas to get the natural materials needed for the game for free, such as bamboo, wood, and other materials.

Needed for free, such as bamboo, broken tiles, leaves, etc. In addition, individualism separates children from their peers. Children in a housing estate in Kudus Regency, Central Java, some used to play traditional games such as football until now, but some children no longer want to play traditional games because they feel comfortable playing gadgets. Based on the interviews with several children in the housing complex, some children who like traditional games, including *hide and seek, gobak sodor, and engrang*, can improve social skills, including the ability to communicate with peers and respect the opinions of others. Therefore, it is necessary to conduct a study to determine the values contained in traditional games and their impact on children's social skills development.

Some researchers have studied traditional games, such as those conducted by Mianawati & Mariyana (2023), who found a significant effect of conventional games of hide and seek and jump rope in making children's democratic personalities. This study supports previous research conducted by Riyadi & Sulaiman (2021), which showed a significant impact of conventional games such as *bentengan, kasti, and gobak sodor* on increasing aggressive motor actions in the form of power energy and talent in male students. Pratalaharja & Dirgantoro (2021) found that traditional games, namely *gobak sodor*, positively impact students' empathy skills through experimental research. Similarly, research conducted by Iswinarti & Suminar (2019) showed that the control class that received traditional game treatment experienced an increase in problem-solving skills compared to the untreated class.

In contrast to previous research, this study was conducted qualitatively to provide a complete picture of traditional games played by children living in housing estates, the value of traditional games, and the value of empathy. By children who live in housing, the values contained in it and the impact on their social skills.

2. Literature Review

Children learn social skills by imitation and habituation of their nearest surroundings, which is their family. Social skills are not something that magically appear overnight. Early childhood education is primarily conducted in the home in the epidemic age (Ali et al., 2021). The family must work together to make physical activities possible in order to keep kids from getting bored and to increase their level of activity. In addition to being age-appropriate and safe, traditional games are part of the culture of the country and offer a number of advantages and moral lessons that can be learned, such as

social skills. To promote traditional games and children's social development, some traditional games can be introduced to young children in a family setting.

Since social development is the attainment of social maturity or learning to conform to the standards, values, and customs of the group as well as the ability to come together, communicate, and collaborate, it is crucial for children. Therefore, the needs of society must be addressed to a larger extent as one ages. Scharpf et al. (2021) discovered that children's behavior was demonstrated by their generosity toward friends rather than strangers, indicating the influence of social interactions on behavior.

Children can play in the surroundings of the house to develop their social skills. Children are highly accustomed to playing in their daily lives. According to a prior study by Garaigordobil et al. (2022), playing cooperative games with kids helps them interact with peers and behave better in social situations, particularly when it comes to self-control. No one does not know what a "game" is in the process of human self-development from childhood to adulthood. Research in the fields of social science and humanities has revealed that educational games have an impact on kids' mental development. Engaging in play is a secure means of supporting children's cognitive development and strengthening their bones (Tahmores, 2011) Additional research findings showed a relationship between consistent physical activity and improved cognitive function. When compared to individuals who do not engage in any physical activity on a regular basis, those who engage in regular physical activity demonstrated higher IQ scores (Tinning, 2009). Giving primary school students traditional games demonstrated a significant bond between the classes outside of the classroom. This was particularly evident in the frequency and quality of socialization that occurred between the classes after the games were offered.

Children's growth and development depend heavily on their ability to interact with others. Children who struggle with social skills may find it difficult to make friends and may even become socially isolated since they will interact with others less in their surroundings (Kovačević & Opić, 2014). Children with social skills will be better able to interact and socialize with their surroundings, which will help them develop a good self-concept (Tsangaridou, 2017).

3. Methodology

This research was conducted using a qualitative approach. The research location was a housing estate in Kudus Regency, Central Java. The participants of this research are 4 (Four) elementary/middle school-aged children who live in that location. The author collected the required data by utilizing 2 (Two) types of instruments, namely observation and interviews. Observations were conducted directly by interacting with the data sources over four weeks. Interviews were conducted in-depth using semi-structured questions. The collected data was then analyzed by following Huberman's steps (Huberman & Miles, 2002).

4. Results

Based on the results of research and interviews, children in Muria Indah Housing still like traditional games, and many children are still playing now. They are very happy to play in the afternoon. Bentengan traditional game is a kind of ancestral heritage game (Prastiyono et al., 2022). Since ancient times, the Bentengan game has been known, played and passed down from generation to generation by the ancestors of the Indonesian nation. Still, the historical chain has now begun to weaken if left unchecked; it will eventually break and be swallowed by the times; if this condition is allowed over time, the Bentengan game will disappear from the memory of Indonesian children. The loss of concern, sense of belonging and love for one's own culture will trigger a bad condition where the current generation will lose its identity as an Indonesian nation because it no longer knows its own culture (Anggita et al., 2017). Therefore, there is a need for information media that can be used as an alternative media so that Bentengan games can still be played in conditions that have minimal playing space and are practical according to the lifestyle of today's society without much reduction in the number of games played. The lifestyle of today's society without reducing the positive values contained therein.

The most important period of human development is from birth to eight years. During these years, a person experiences developmental milestones in terms of cognitive development, emotional development, social competence, and physical development. Early childhood has a rate of forming neural connections that reaches 1 million per second. These connections are fuelled by a rich, loving and protected environment in a responsive and playful caregiving context that fosters secure bonds and attachments, contributing to positive social and emotional development (Darling-Churchill & Lippman, 2016). Children's games, play, and transmission methods are effectively integrated and a form of holistic education and outreach. The form and content of play can be considered a locally improvised curriculum, a process of play that inculcates the spirit of sportsmanship and instils important character values such as learning to play as a team, accepting defeat, humility, and healthy competition under the guidance of parents in the community (Constantinou, 2014). Impact of traditional games on social skills. Mother's child likes to play traditional games in the field, Muria Indah, with her friends on time. There are limits to playing with friends. Children are quite manageable with parents and hyperactive in playing on the field. Local culture and environment shape Traditional children's games, creating regional differences. Traditional children's games often incorporate cultural knowledge, values and values.

5. Discussion

Children's capacity for social interaction is crucial to their growth and development. Children with poor social skills may find it difficult to establish friends and may even experience social isolation as a result of interacting with people less frequently in their environment (Hartanto et al., 2021). Children that possess social skills will find it easier to engage and mingle with their environment, which will contribute to the development of positive self-image (Kovačević & Opić, 2014). Children's social skills and behavior are greatly influenced by their culture (Kacar & Ayaz-Alkaya, 2021). Culture can limit or enhance the appearance of certain characteristics of socioemotional functioning through mechanisms of facilitation or inhibition (Rueda et al. 2010). Furthermore, through guiding social interactions, culture can affect the type, structure, and operation of social connections.

Folk games, also referred to as traditional games, have evolved over time, especially in rural areas. Conventional games adapt and change in response to community needs. Traditional games continue to adapt to the local conditions since they are greatly impacted by the culture of the area. One of the entertaining and culturally significant pastimes that can enhance children's growth and maximize their potential is playing traditional games (Madondo & Tsikira, 2022). While the exact rules and complementary elements of traditional children's games can vary depending on the players, location, and time, some activities are typically performed by the group and include spouses, team selection, counting, reward and punishment, and, occasionally, music and equipment (Özalp Gerçeker et al., 2020). Classical kids' games enhance learning, creativity, imagination, and social skills while safeguarding kids' mental, emotional, and physical health (Madondo & Tsikira, 2022; Tatli, 2018).

Additionally beneficial to a child's social development, games influence how they interact with others and form quick bonds (Madondo & Tsikira, 2022). By playing games, children can develop skills like leadership, sharing, helping, honesty, empathy, collaboration, self-expression, entrepreneurship, taking responsibility, and sharing and listening (Dag et al., 2021; Nijhof et al., 2018; Samancı & Uçan, 2017). Games have a huge impact on language development. Youngsters can pick up the more intricate linguistic structure through playing games with their classmates (Dag et al., 2021).

According to Dag et al. (2021) and Nijhof et al. (2018), games are a technique that aids in children's emotional development and assist them cope with stressful situations. Psychoanalytic scholars have claimed that playing video games relieves children of the stress and strain of everyday life as well as their anxiety. Through games, the youngster conveys these upsetting circumstances. Youngsters might use games to reflect on a painful event in their lives as a coping mechanism for stress (Dag et al., 2021; Nijhof et al., 2018). Children use games to express and cope with their feelings, and through these interactions, they learn to understand the relationships between different emotions (Dag et al., 2021).

6. Conclusions

Playing games is a vital component of physical activity for kids' general development and growth. In addition to promoting better lifestyle choices, optimizing skill and attitude mastery can help with neurological, physiological, and cognitive development. Conventional games incorporate social interaction, psychological objectives, and a feeling of wholeness in addition to physical activity.

Children's social life, character, and psychological development can all be greatly impacted by traditional games. Traditional games are also mainly played in groups, and as kids are accustomed to and at ease in groups, they are typically able to refine their emotions in these settings, leading to the emergence of empathy and tolerance for others. Initiating relationships or engaging in social behaviors that are crucial for upholding social norms, sustaining relationships, and resolving conflicts all require social skills.

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