

The Implementation of Traditional Game Media to Enhance Social-Emotional Relationships Between Elementary School Students

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ABSTRACT

The research investigated using traditional gaming media to strengthen social and emotional connections among primary school students. The research focuses on enhancing values such as collaboration, understanding, and empathy through traditional games of choice. The method used is classroom action research with the active participation of grade 5 students of SDN Sidokare IV. Traditional children's play media was chosen as an intervention tool because it contains social values such as cooperation, communication, and empathy. Data were collected through participant observation, interviews, and questionnaires to assess changes in social-emotional interactions before and after the intervention. Data analysis was carried out using a qualitative approach. The results showed that consistent use of traditional game media can significantly improve the social-emotional connection of elementary school students and strengthen the level of empathy and understanding of elementary school students. This article provides a foundation for developing more effective strategies for building learning environments that support the development of positive social relationships.

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1. Introduction

In the contemporary educational landscape, social-emotional development among students has been increasingly recognized as a fundamental aspect of holistic learning. As children develop through their school journey, the importance of positive social interaction and emotional well-being becomes apparent for academic success and overall personal growth and success in life.

Primary school education is not just concerned with imparting academic knowledge but is also an essential stage in the formation of students' personalities and social-emotional skills. Amid pressure to achieve rigorous academic standards, educators need to pay attention to children's social and emotional development. One interesting approach is to utilize traditional gaming media to improve students' social-emotional relationships.

Maintaining strong social-emotional connections is very important for elementary school students, especially persons in Grade 5 at SDN Sidokare IV. This developmental stage marks a critical period in which children perfect interpersonal skills, empathy, and the ability to collaborate effectively with their peers. However, reaching these developmental milestones can pose challenges within the classroom environment.

Traditional children's play media offer an exciting path to overcome these challenges. Deeply rooted in cultural heritage, these games carry inherent social values such as cooperation, communication, and teamwork. By integrating these kinds of media into classroom settings, educators have the opportunity to enrich students' cultural experiences and facilitate the formation of positive social-emotional relationships among classmates.

Traditional games, integral to human culture for centuries, provide more than entertainment. They reflect social values, cooperative skills, and creativity. In an educational context, traditional games promise an immersive learning experience, where students learn not only about the rules of the game but also about teamwork, empathy, and emotional management.

Previous research has shown that traditional gaming media can positively impact children's social and emotional development (Aulia & Sudaryanti, 2023; Yilmaz & Griffiths, 2023). In addition, research by Hinduja and Patchin (2020) highlights the importance of a holistic approach to addressing the problem of bullying, including cyberbullying, in the school environment (Hinduja & Patchin, 2020). Pellegrini and Smith (2021) also emphasize the importance of a comprehensive understanding of the role of play in children's development (Pellegrini, A. D., & Smith, 2021).

The study provides deep insight into how traditional games can effectively develop social-emotional skills among primary school students. The results showed that traditional games improve social interaction between students and help them build empathy and cooperation (Espinosa et al., 2020).

The study examined the impact of traditional play on children's social behavior and emotional development in primary school. The findings suggest that regular traditional games can improve students' interpersonal communication skills, empathy, and anger management (Hsu et al., 2021).

This research focused on the influence of traditional games on social interaction among elementary school students. It was found that traditional games encourage collaboration, mutual understanding, and the development of close social relationships among students (Chow, 2019).

Recent studies indicate that traditional games not only provide entertainment but also form the foundation for developing social and emotional skills that are important for children's development (Ginsburg, 2007). Ginsburg (2007) highlights that through play, children learn to collaborate, communicate, and understand the feelings of others, all of which are critical skills for establishing healthy social relationships (Ginsburg, 2007).

Research by Pellegrini and Smith (2021) also confirms the importance of physical play in forming social-emotional relationships among children. The researchers found that physical play encouraged interaction between children strengthened social bonds, and reduced their conflict level (Pellegrini, A. D., & Smith, 2021).

However, Hinduja and Patchin (2020) highlight the challenges students face online and emphasize the need for a holistic approach to prevent cyberbullying and promote emotional well-being among students (Hinduja & Patchin, 2020).

In the context of this study, we will further investigate how the application of traditional game media in primary schools can be an effective strategy for improving students' social-emotional relationships. This article outlines traditional games such as daikon, bezel ball, monopoly, snakes and ladders, and chess. By strengthening connections between students and empowering them to manage their emotions better, implementing traditional games is expected to improve students' overall learning experience.

This study explores traditional game media's role in improving social-emotional relationships among Grade 5 students at SDN Sidokare IV. Through the implementation of classroom action research, this investigation aims to assess the effectiveness of using such media to promote positive interaction and emotional well-being among students. By examining the impact of these interventions, valuable insights can be gained about the potential of traditional play as a pedagogical tool to facilitate social-emotional development in primary school settings.

Through literature examination, observation, interviews, and reflective analysis of student interactions during comprehensive play sessions, this study hopes to make a valuable contribution to understanding how children's use of traditional play media can effectively promote positive social-emotional interactions in elementary education settings. It also aims to inform educational practices in fostering a supportive and inclusive classroom environment where students can academically and emotionally thrive.

2. Materials and Methodss

This research uses a qualitative approach method. Qualitative research is a method whose procedures and methodologies are particular, based on correspondence theory as a theory of scientific truth, and highly values the diversity of field data without a tendency to generalize (Rosyada, 2020). This type of research is qualitative descriptive research. This type of research is qualitative descriptive research. This type of qualitative descriptive research is a method that describes facts, data, and research systematically based on natural situations (Latifah & Supena, 2021). Researchers with interviews and documentation carry out data collection techniques. The data analysis technique used in this study is a model from Milles and Huberman, namely analysis in research.

The research stage is, namely the data reduction stage, to obtain essential data based the research researcher's needs. The presentation of the data obtained in the study is in the form of a brief narrative description. Researchers conclude by providing explanations of data collection from interviews and documentation. The research location is at SDN Sidokare IV Sidoarjo, Sidoarjo District, Sidoarjo Regency. This research was conducted for the 2023-2024 school year. The researcher chose the location because of the following considerations: 1) Schools have not conducted similar studies; 2) There is a good relationship between researchers and the school when PPL is implemented in schools. The subjects of this study were Class Teachers and students of grades V-B SDN Sidokare IV Sidoarjo for the 2023-2024 school year, totaling 24 students, consisting of 15 boys and nine girls—research instruments in the form of interview sheets and documentation. The main objective of qualitative research is to describe findings or phenomena and present them as they are in accordance with facts or field findings (Asari, 2023).

3. Result and Discussion

The application of traditional Dakon game media as an effort to improve social-emotional relationships between students in elementary schools



Figure 1 Student Play Activities Documentation

The implementation of traditional games in teaching and learning activities show that students are enthusiastic because the game is not foreign. However, in the world of education, it is rare to find teachers using traditional game media as a pedagogical tool to facilitate social-emotional development in elementary school settings. This can be due to various factors; a small example is digital education and technology; in today's digital era, education is often focused on using technology in learning. This makes traditional games considered archaic or incompatible with emerging educational trends. Nonetheless, it is essential to remember that traditional games have great educative value and can effectively promote children's holistic learning and well-being. Therefore, an integrated and holistic approach to education may be needed to encourage more teachers to collaborate with traditional games in teaching and learning activities so that traditional games do not fade into the world of children.

Traditional games that are habituated to be given to students will preserve the richness of Indonesian culture. In addition, teachers indirectly train or teach students how to work together in playing various traditional games such as daikon, snakes and ladders, bezel ball, monopoly, uno, chess, and so on. Because of things like that, social changes occur that are felt by students. Researchers understand that students' personality has various characteristics: motivation, emotional development, and social development. All these differences will be united in an activity, such as playing a traditional game during break time. The game will make a positive contribution to increasing the number of social values in children.

After a period of intervention using traditional game media, students' social-emotional interaction significantly changed. Observations showed an increase in collaboration among students during traditional play activities. They were more active in communicating, cooperating, and

supporting each other. In addition, the level of conflict decreased significantly, indicating increased understanding and empathy among students.

Data from interviews and questionnaires showed a clear improvement in students' levels of empathy and understanding after the intervention. Students report that through participation in traditional games, they can better understand their classmates' feelings and perspectives. They also feel more connected to their friends and better able to handle conflict constructively.

Benefits of traditional games in teaching and learning activities

Play is a natural learning medium and an important behavioral characteristic for children. Play provides context for children to achieve deep learning goals through activities that integrate physical, intellectual, spiritual, and moral values, fostering growth, learning, and development in elementary school-aged children.

The main feature of children's games is fun and entertainment. Fun interactions with peers are essential to stimulating diverse growth and development in children (Mukhlis & Mbelo, 2019). Learning and play are learning processes designed to develop children's social and emotional intelligence, encouraging them to discover, create, explore, and express their emotions in fun ways. It is an activity that provides social opportunities for children and a way to learn and play, training their social minds (Lubis, 2019).

Applying traditional game media in teaching and learning activities significantly impacts the development of science and learning innovation. This solely aims to provide comfort for students while participating in learning activities at school, which is expected to increase learning motivation and improve students' ability or skills in terms of social, emotional, and academic skills. The following are the main benefits of implementing traditional games in teaching and learning activities in schools:

First, Increase learning involvement and motivation: Children will feel happy if invited to play; this is common for most children because, in essence, the child's world is play, using traditional game media in teaching and learning activities at school. Teachers can increase children's engagement and learners' motivation to learn more innovatively. Second, Introduction to local culture and traditions: We understand that traditional Indonesian games such as daikon and bola bezel have cultural characteristics. This game contains rich cultural and historical values. By playing this game, we are promoting local culture and traditions, which will increase the appreciation of cultural heritage. Third, it reduces stress and improves emotional well-being. By playing with friends, students can momentarily vent stress about the academic load they bear. Playing this game for a while will cause students to forget some of their anxiety towards subjects they do not like; playing fun and relaxing games like Dakota allows students to relax and have fun.

Traditional games as a medium to improve social-emotional relationships in students

The fundamental problem of the social interaction relationship of students at SDN SIDOKARE IV is that there are still children who have individual attitudes. To minimize the individual attitude of children in social interaction, we must strive for children to learn to have an attitude of help and

openness to accept the presence of others. Playing various traditional games will form interaction between children, and skills and cooperation will be shown later.

One aspect of children's growth and development that needs to be encouraged in educating elementary school-age children is social-emotional skills. These skills make it easier for children to interact, organize themselves, show social care, stay in trouble, solve problems, and have a good personality.

Children are considered socially intelligent if they have the following characteristics: Children Have Friends, But Friends Change Quickly. Children easily play with older friends. Playgroups tend to be less organized and more diminutive. Over time, quarrels often arise to reconcile with friends. Children are said to be socially intelligent when they express their emotions openly and freely, often compete for the teacher's attention, and are socially accepted (Nurjannah, 2017)

. Traditional games are activities passed down from our ancestors. In the life of a multicultural society, each region in Indonesia has different customary traditions that provide benefits for children's development in social, emotional, artistic, religious, moral, cognitive, and physical motor aspects.

The results of literature studies on traditional games and social-emotional development show that traditional games from any region in Indonesia can be applied to children to stimulate children's social-emotional development.

Based on the results of Al Ningsih's research, the application of traditional games stimulates children's social and emotional development so that they can adapt to situations with their friends through play. It was found that children can gain independence, have a confident attitude, respect friends, control themselves, and work with tension. Similarly, children's discipline is manifested according to rules, can form a communicative attitude, love peace in accepting defeat, have a tolerant attitude, and be responsible for cleaning playground equipment (Al Ningsih, 2021).

Diajeng Aulia also found the same thing. Traditional role-playing can improve social-emotional intelligence in early childhood. Traditional Indonesian games can develop adaptability, empathy, self-control, and respect for others in children, allowing them to follow agreed-upon rules and work together in groups (Aulia & Sudaryanti, 2023).

Improving students' social skills in cooperation through traditional games is an effort to minimize children's individual attitudes. When interacting socially, try to make children learn to have an attitude of mutual respect, help others, accept the presence of others, and care for friends when playing.



Figure 2 Documentation of Observation Activities

Through the media of games, interaction between children will be formed, and later, social skills will be shown in mutual respect. On the other hand, game media such as Dakon, Bekel Ball, chess, monopoly, snakes and Ladders, and others should have rules for achieving a final result of the game. It is hoped that the direction of game procedures guided by the teacher can effectively improve children's social skills in appreciating the abilities of their peers. The most visible attitude of respect is the child's skill in fostering relationships with teachers, fostering relationships with other children, fostering relationships with groups, and fostering themselves as individuals. These social skills are formed from a good attitude that makes children skilled in getting along later in life.

Thus, social skills are an essential part of human life. Because a person cannot live alone, humans need others to interact and establish communication between groups or society. In the social education of students, teachers must be able to model an attitude of appreciation in order to develop children's social abilities towards their peers or with others so that a child will learn to appreciate the various abilities possessed by others and respect the behavior of their peers.

The results of this study suggest that consistent use of traditional gaming media can improve social-emotional connections among elementary school students. Traditional games provide a safe and fun platform where students can learn about cooperation, communication, and empathy. This illustrates the importance of a game-based approach in education that helps strengthen students' social and emotional skills.

These findings have important implications for educational practices in primary schools. Teachers and educators may consider integrating more traditional play activities into their curriculum as a tool to strengthen social-emotional connections among students. In addition, educators need to consider social and emotional values in line with academic education to create a holistic and inclusive learning environment.

While this research provides valuable insights, some limitations need to be acknowledged. For example, a limited sample size and school-specific context may limit the generalizability of findings. Therefore, future research can broaden the scope and involve more participants from various school backgrounds. In addition, further studies can explore more deeply the mechanisms and strategies that are most effective in using traditional games to strengthen students' social-emotional relationships.

4. Conclusion

In this study, we aimed to explore the application of children's use of traditional game media in improving social-emotional relationships among grade 5 students of SDN Sidokare IV. Based on the study's results, we concluded that intervention with children's traditional play media significantly improved students' perceptions of their social-emotional relationships and social-emotional skills. Observations of social interaction also showed a clear improvement in the quality of interaction between students during traditional play sessions. These results suggest that children's use of traditional game media can effectively strengthen students' social-emotional relationships and skills in grade 5. This aligns with our research objectives to create inclusive and supportive learning environments and improve students' social-emotional well-being.

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