

Traditional Games as Media to Improve Students' Social Interaction in Elementary Schools in Makassar, South Sulawesi

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Abstract—The problem in this study is the low social interaction in elementary school age children both between personal and group. Especially in today's digital era, many children use smartphones, so direct communication is increasingly minimal, including in social interactions and children's play. Based on these problems, it is necessary to make efforts to increase social interaction through activities that are in accordance with the characteristics of the age of primary school students, and in this study conducted through the revitalization of traditional games. The formulation of this research problem: how to revitalize traditional games as a medium of social interaction for elementary school students in Makassar City. The research location is 15 elementary schools which are representatives of each sub-district in the city of Makassar. The research approach used is multi-method (Jonker & Pennink, 2010; 92) which combines qualitative and quantitative presented descriptively. The results showed that the revitalization of traditional games through the revitalization of traditional games in the elementary school curriculum was carried out by integrating traditional games in the Sports Physical Education Subject. The social interactions that occur during the learning process: 1) Cooperation in group games is indicated by the incorporation of competencies possessed by each child in the team, 2) Accommodation in the form of self-adjustment of each student in dealing with group problems, so that opposition between students or between teams can be ended. 3) Assimilation in the form of students' ability to combine elements of Makassar art and character values that emerge from each game, 4) Paternalism in the form of a more dominant role of team leader and to determine the decision of team play strategies.

Keywords—traditional games, social interaction, Makassar

I. INTRODUCTION

The school curriculum is not only designed to meet the cognitive and psychomotor aspects of students, but also effective aspects by facilitating the development of children's social abilities, through learning models that are in accordance with the development characteristics of students.

Minister of Education and Culture Regulation Number 22 Year 2016 concerning the Standard Process for Primary and Secondary Education explains that: The Learning Process in the education unit is organized interactively, inspiration, fun, challenging, motivate students to actively participate, and provides sufficient space for initiative, creativity, and independence in accordance with the talents,

interests, and physical and psychological development of students.

The integration of traditional educational games in learning is seen in accordance with the characteristics of elementary school students because it has rules and is able to provide pleasure, relaxation, excitement, and challenges. In addition, in global culture education is needed that can prepare human beings with local identities with a global vision to build a shared world [1].

The results of preliminary data collection through FGD with representatives of public elementary schools in Makassar City shows that learning focused on the process of establishing social interaction between students was still low, as well as games outside the classroom which were only in the interest of some students.

Furthermore, of the 15 schools (representatives of each sub-district) there are seven schools that have applied traditional games in their curriculum, but eight schools have not implemented it at all. In addition, all (15 schools) do not have complete learning tools for traditional games, especially learning materials and media.

Based on these problems, there is efforts need to be made to increase students' social interaction through activities in accordance with the characteristics of the age of elementary school students. This research will revitalize traditional games.

Research Question

What is the revitalization of traditional games as a medium for social interaction in elementary schools in Makassar City?

II. LITERATURE REVIEW

A. Revitalizing Traditional Games

Revitalization is a process, way, act of reviving or revitalizing. In this study, revitalization is in accordance with the definition above. Revitalization of traditional games in this study is an activity of revitalizing traditional games that are educational in nature that is adapted to the characteristics of the age of students at the unit level of elementary school education.

According to Husain [2], traditional games are games that have been played by children originating from a region traditionally, namely the game is inherited from one

generation to the next. Mulyani [3] states that traditional games are a game of inheritance from ancestors and need to be preserved because they contain the values of local wisdom. Traditional games are very good for forming children's personality because traditional games have positive elements, have a structure that is very helpful so that children become independent. When determining a place, determining their own rules also determines the sentence.

From the two opinions of some experts, it can be concluded that traditional games are traditional heritage games that must be preserved so as not to become extinct in order to strengthen the identity of the Indonesian nation.

B. Social interaction

According to Bonner [4], social interaction is a relationship between two or more individuals, where individual behavior affects, changes or influences other individuals or vice versa. Furthermore, McDougall [5] stated that social interaction is a reciprocal relationship between individuals one with another individual, one individual can influence another individual or vice versa, individuals with groups, or groups with groups. According to Bardis [6], forms of social interaction are 1) Cooperation. Cooperation is an activity in the social process in an effort to achieve common goals by helping and helping each other with effective communication. 2) Disputes. Disputes are a form of social relations where there are attempts by one of the parties to try to overthrow the party who is considered as a rival. This happens because of differences of opinion that can raise economic, political, cultural issues and so on. 3) Competition. Competition is an activity in the form of a social struggle to achieve goals by competing but taking place peacefully, at least not to overthrow each other. 4) Accommodation. Accommodation is a situation in which a conflict or conflict takes place, resulting in good cooperation again.

From the description above, it can be concluded that social interaction implies a reciprocal relationship between two people or more, and each person involved in it plays an active role. In interaction is also more than just a relationship between the parties involved but there is a mutual influence.

III. RESEARCH METHODOLOGY

The research approach used is multi-method [7] which combines qualitative and quantitative presented descriptively. The population in this study were all primary schools in the city of Makassar with a sample of 15 elementary schools in 15 sub-districts in Makassar City. Determination of the sample according to the school recommended by the Office of Education on the basis of the needs of this study.

IV. ANALYSIS AND DISCUSSIONS

A. Revitalization of Traditional Games at SDN in Makassar City

Revitalizing traditional games through revitalizing traditional games in the elementary school curriculum, was carried out by integrating traditional games in the Health Sports Physical Education Subject. The following is a picture

of the revitalization mechanism for traditional games in schools (Fig. 1).

Identification of needs to find the problem of low social interaction in primary school-age children both between personal and group of students. Digital games cause children to interact more and play virtually through electronic media.

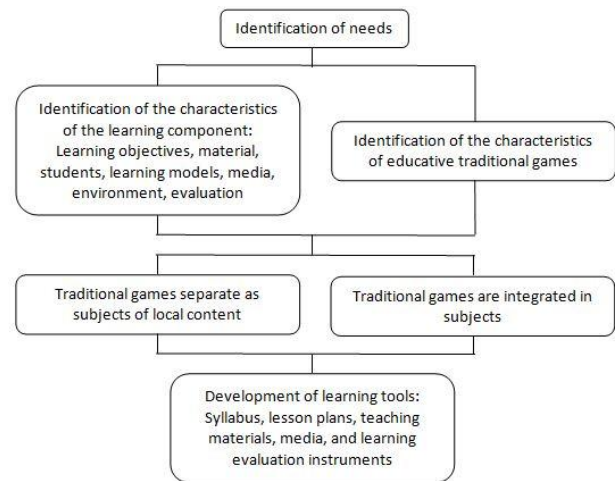


Fig. 1. The Revitalization Mechanism for Traditional Games in Schools

These problems are overcome by adjusting traditional educational games with learning components including 1) holistic learning objectives in the cognitive, psychomotor, and affective domains. 2) Thematic material characteristics. 3) Characteristics of low-grade students who are already in the concrete operational phase. 4) Learning model of social interaction. 5) Original media that utilizes tools and surrounding materials. 6) Learning environment outside the classroom. 7) Evaluation focuses on the learning process.

Implementation of traditional games in elementary schools can be done in two ways, first integrating into other subjects such as sports, secondly stand alone as a local content subject. In the 15 samples, public primary schools in Makassar City applied traditional games to the Penjaskesrek Subject (Physical Education, Health and Recreation).

The application of traditional games that have been applied to public elementary schools in Makassar City does not have complete learning tools that are in accordance with curriculum requirements, both schools that are still implementing the 2006 curriculum and who have implemented the K 2013 curriculum. Based on these conditions, this research develops learning tools in the form of syllabi, RPP, instructional materials, learning video media contain simulations of several traditional games, along with process evaluation instruments that prioritize observation sheets to measure students' skills, and observation to measure students' social attitudes during the playing process.

B. Social Interaction through Traditional Games in Penjaskesrek Learning in State Primary Schools in Makassar City

Before discussing the forms of student social interaction that are generated during the playing process, the following types of traditional games revitalized in this study are;

1) *Allongnggak.*

Using a pair of bamboo with a length of 1.5 meters, small diameter, which is strong enough to withstand weight, and a pair of small woods one and a half times the size of an adult's foot, are attached to bamboo which serves as a foothold.

2) *Aggalacang.*

Using wood that is ± 10 cm thick, 20 cm wide and 50 cm long. The wood is given a hollow concave hole as deep as ± 5 cm or half of the thickness of the wood. The number of twelve holes is ten holes made in pairs then two large holes are made each at the end.

3) *Makkaddar.*

Using a pair of coconut shell hemispheres that are given a hole for each tied a rope 1.5 meters long, by linking it to a piece of wood that serves to hold the rope so that it is not released. When used for walking, each end of the upper rope is held, the coconut shell is placed face down and is used as a footing while tucking between the thumb and forefinger of the toe, similar to walking with flip-flops.

4) *Maddende'*

Drawing the boxes that have been drawn on the ground along with the bumps in the form of tiles, floor tiles, or flat stones. Each player jumps using one foot in each of the boxes previously drawn on the ground. The rattles owned by each player are thrown into a plot depicted on the ground, the plots that contain gacuk should not be stepped on / occupied by each player. So, the players must jump to the next plot with one foot around the plot

5) *Mabboy*

Using broken tiles, pieces of wood or other thin flat pieces of media. Besides that, tennis balls are used to throw opponents' bodies, preventing them from building pieces of broken wood / wood pieces in collaboration with their teams. Share opponents who are hit by a ball fall from the game, but if the opposing team is able to compile a building of broken tiles / blocks to complete then the opposing team wins.

All of the above games are training students in developing strategies, increasing agility, agility, improving leg muscle strength, flexibility, training emotions, being happy, learning to behave sportsmanship, increasing creativity.

As for the forms of social interaction through traditional games in Penjaskesrek Learning at State Primary Schools in Makassar City:

- Cooperation. In a group, the play is shown by the integration of competencies that each student has in strengthening the team. The principle of grouping is heterogeneous, which consists of students who have good, sufficient, and low competence on the results of teacher identification. Thus the strength between teams is balanced,
- Accommodation. The adjustment process of each student in dealing with group problems, so that the conflict between students or between teams can be ended. Each student is able to combine self-competence and the competencies of his other friends into a strength, whereas their individual weaknesses can be minimized.

- Assimilation in the form of students' ability to combine elements of Makassar art, character values, and physical skills that emerge from each game.
- Paternalism in the form of the role of a team leader who is more dominant and determines the decisions of team play strategies. The ability of the team leader to provide direction and motivation to form an attitude of responsibility and discipline.

The social interaction above is in accordance with the achievement of student competencies in Penjaskesrek learning as outlined as follows:

- Develop self-management skills in an effort to develop and maintain physical fitness and a healthy lifestyle.
- Improve growth and better physical development.
- Improve basic movement skills and skills.
- Laying the foundation of a strong moral character through the internalization of the values contained in physical education, sports, and health.
- Develop sportsmanship, honesty, discipline, responsibility, cooperation, confidence, and democracy.
- Develop skills to maintain the safety of yourself, others and the environment.
- Understand the concept of physical activity and exercise in a clean environment as information to achieve perfect physical growth, a healthy lifestyle, and fitness, be skilled and have a positive attitude.

V. CONCLUSIONS

Revitalizing traditional games through revitalizing traditional games in the elementary school curriculum, implemented by integrating traditional games in the Health Sports Physical Education Subject.

Social interactions that occur during the learning process: a) Collaboration in group games is indicated by the incorporation of competencies possessed by each child in the team, b) Accommodation in the form of self-adjustment process for each student in dealing with group problems, so that opposition between students or between teams can be ended. c) Assimilation in the form of students' ability to combine elements of Makassar art and character values that emerge from each game, d) Paternalism in the form of a more dominant role of team leader and to determine the decision of team play strategies.

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