

# THE EFFECT OF TRADITIONAL GAMES AND BASIC MOTOR ABILITY ON SOCIAL SKILLS

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**Abstract** - The purpose of this research is to test the Influence of Traditional Games and Basic Motor Ability to the improvement of Social Skills at State Elementary School 138 Gegerkalong Bandung. The method used is Experimental Design. The study included 60 students consisting of 30 students of high basic motor ability and from 30 students basic low motor ability. To measure social skills using Questionnaire (Marayani, 2009) and basic motor ability (Nurhasan, 2012). Data were analyzed by two-way ANOVA. The results show that there is no difference in the social skills of children between individual and team games. There is an interaction between traditional games and basic motor skills to the child's social skills. There is a difference of influence between the traditional game of the individual and the team's traditional game on the child's social skills in terms of high ability motor. or there is a difference of influence between the traditional game of the individual and the team's traditional game on the social skills of the child in terms of low ability motor. Individual traditional games have an influence on low basic motor ability. While the traditional game team is appropriate for children who have a high basic motor ability.

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**Keywords** - Social Skill, Tradisional Game, and Basic Motor Ability

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## I. INTRODUCTION

This study will analyze the Influence of Traditional Games and Basic Motor Ability to Child Social Skills Mastery. Social skills are seen as an important aspect that every child should have in relation to others. Cheung, Siu, & Brown, (2017) states that: "Social skills are an important ability that students need to be successful and happy in their lives at school, with peers, and with their families. Well-developed social skills contribute to academic success and improved learning outcomes for students (Malecki & Elliot, 2002; Welsh, Parke, Widaman, & O'Neil, 2001). Children who do not have social skills will have a risk of difficulty in living their lives, as Classes (2015) has noted that: "Students with poor social skills and social behaviours as anti-social behaviours (Adi, Killoran, Janmohamed, & Stewart-Brown, 2007; Bradley, Doolittle, & Bartolotta, 2008; Colman, Murray, and colleagues). , Abbott, Maughan, Kuh, Croudace, & Jones, 2009) ". In an effort to improve children's social skills, the play activities contained in learning pemas can be used as a forum for developing social skills. Lynch & Simpson, (2010) states that "play also provides a means and opportunities for children to learn and improve their social skills" (Barbakoff & Yo, 2002).

Within the scope of physical education and sports health, the aspects studied are not just sporting sports such as athletics, gymnastics and other sports competed, but there are also traditional game sports that can serve as learning materials. Wahyu (2015) in his research stated that "the development of gobak sodor game model in traditional game learning can be used in the subjects of penjasorkes and can be an alternative learning model of penjasorkes". Related to the mamfaat of traditional games, Bishop & Curtis

(2005) in Iswinarti (2016) explains that "traditional game is the legacy given throughout generations through which" good values "are disseminated"

A fun traditional game can have a positive effect on the social relationships of children involved in the game. In his research, Gil Madrona et al., (2014) reported that: "The development of social skills, by the use of games in Physical Education in Primary Education is absolutely necessary. The results have been positive; pupils now learn and improve their social skills by playing and having a fun time ". Thus associated with the use of traditional games in learning pemas feels right in an effort to improve children's social skills.

Through the traditional game-playing game, children are introduced to a variety of social skills such as communication, cooperation and empathy, which they will need in the face of life as members of society. This is one form of physical education that is non-formal in the traditional game. These kinds of games are a means of socializing for children so that they can fit in as members of their social groups. As reported in the Gregoriadis (2013) study that: physical education programs with their informal atmosphere and content constitute an ideal setting in which social skills can be developed.

Basic Motor Ability is a basic motion capability that someone has, which becomes the parameters of a person to master sports skills. Developing motor control is key to our understanding of the properties of our environment (Piaget, 1953). Being able to crawl or walk affects infants' understanding of the difference between objects, as well as the feel of different surfaces and slopes (Adolph and Joh, 2007). Basically Basic motor ability is very important to support the child in playing with peers that allows the child has good social interaction. The development of

motor skills can be seen as part of an interactive developmental process with perceptual, social, and cognitive abilities (Thelen, 1992). As for children who have deficiencies in motor ability can lead to lack of social skills. Bar-Haim and Bart (2006) found that children with lower frequencies of solitary play. Meanwhile, based on research results Kim (2016) the results suggest that there may be other developmental skills besides just cognitive and social skills, such as motor skills, that may be important to focus on in pre-kindergart

## DETAILS EXPERIMENTAL

### 2.1 Methode

This is a 2 x 2 factorial design study, conducted with each of 30 participants from one traditional game type, bringing the total participants to 60 participants. One group of traditional game of individual type consists of 15 children with high basic motor ability and 15 children with low basic motor ability). Likewise on the type of traditional team game, consisting of 15 children with basic motor ability high and 15 children with low basic motor ability. This study has obtained approval from the principal of the study site.

### 2.2 Instrumen

Instrument for measuring the level of Social Skill of the authors of the adoption of a questionnaire compiled by EnokMaryani (2009). Although the questionnaire has been standardized, but due to the different sample conditions, so the researchers decided to re-test the validity and reliability of the instruments that will be used in this study in order to get more results. Meanwhile, the basic motor ability test instrument used in this research is referring to Nurhasan and Cholil (2014, pp. 135), which is the motor ability test instrument for elementary school. Motor ability test is used to measure basic motion skills for elementary school students. This test has a reliability of 0.93 and its validity is 0.87

### 2.3 Treatmen

The two experimental groups are performing traditional types of individual games and traditional team-type games with basic motor ability as a moderator variable that serves as another variable affecting treatment. This treatment was administered to each experimental group twice a week for 5 weeks, so the total treatment was 10 meetings. The two experimental groups are performing traditional types of individual games and traditional team-type games with basic motor ability as a moderator variable that serves as another variable affecting treatment. This treatment was administered to each experimental group twice a week for 5 weeks, so the total treatment was 10 meetings.

### 2.4 Data Analysis

Nilai rata-rata keterampilan sosial anak setiap peserta dihitung menggunakan ANOVA dua arah (permainan tradisional dan basi motor ability). Jika efek utama signifikan ada interaksi maka dilanjutkan dengan Uji Tukey

## III. RESULT AND DISUSION

### 3.1 Result

The value of F table at  $\alpha = 0.05$  is obtained by 4.11. JKA (b) has a value of  $F_h = 2.07 < 4.11$  (Ft), or there is no difference in effect between the traditional game of the individual and the team's traditional game of the child's social skills. The value of F table at  $\alpha = 0.05$  is obtained by 4.11. in JKA (bk) has the value  $F_h = 5.68 > 4.11$  (Ft), or there is an interaction between the tradiional game model and basic motor ability to the child's social play skills. The Q value of the table at  $\alpha = 0.05$  is obtained at 3.15. In high ability motor has  $Q_h$  value =  $16.81 > 3.15$  (Qt), or there is difference of influence between traditional game of individual and team's traditional game to social skill of child in terms of motor ability high. The Q value of the table at  $\alpha = 0.05$  is obtained at 3.15. in low-ability motor has a value of  $Q_h = 3.67 > 3.15$  (Qt), or there is a difference in effect between traditional and individual game of the team's traditional game on the social skills of the child in terms of low ability motor.

### 3.2 Disussion

Results of research that refers to data, data processing and also data analysis have been presented in the previous discussion. Based on this, it is found that overall there is a decision that there is no difference between the traditional game of the individual and the team's traditional game of the child's social skills. Based on the processing and data analysis shows the existence of an interaction between the traditional game and stale motor ability. It can also be interpreted that there is a different impact given by each traditional game as independent variable in basic motor ability as moderate variable.

The traditional game of the cross has a different effect on the basic group of child motor ability (high motor ability and low motor ability). Additionally, our study found a link between fine motor skills and social skills (Bar-Haim & Bart, 2006; Bart, Hajami, & Bar-Haim, 2007 ; Cummins et al., 2005; Piek et al., 2008b). While Hsu et al., (2004) also reported significant correlations between motor skills and expressive language, social comprehension and personal social development, gross and fine motor abilities were not significant predictors of personal social development over and above social comprehension scores.

The results of the follow-up analysis, proving that there are differences in social skills between children who play using traditional games of individuals and children playing traditional team games on high-

ability motor groups. It can also be said that in children with high ability motors, the impact that traditional individual and team games play is significant. This difference refers to a child who has a high basic motor ability has the ability to play in any physical activity and have a chance of high social interaction. Regarding this matter (Leonard, 2016) "... developing motor control provides the opportunity for interacting with the social environment as well as their physical surroundings. As children grow older, motor skills are central to the types of play in which they engage, from the manual dexterity required for dressing up or making models out of toy bricks, to the physical play and team games seen in the playground

## CONCLUSION

This study provides evidence that traditional and basic motor skills are related to improving children's social skills

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