



Development of Social Skills with Traditional Games: An Experimentation with the Game Mallogo

Aeni Tasnim¹, Eka Damayanti^{1✉}, Ahmad Afif¹

¹Department of Islamic Early Childhood Education, UIN Alauddin, Makassar, Indonesia

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Abstract

Purpose – This study aims to prove the improvement of social development through the traditional game of mallogo for children aged 5-6 years at Ponre, Gantarang, Bulukumba.

Design/methods/approach – This study is a quantitative research using experimental methods. The research design used is a one-group pretest-posttest design. The population in this study are 8 children aged 5-6 years who live in Ponre, Gantarang, Bulukumba and whole child are sample in this research. The data collected through developmental assessment using observation base on children age 5-6 social and emotional development indicators was set by Minister of Education and Culture No. 137 of 2014 concerning National Standard for Early Childhood Education. The data analysis technique used is Wilcoxon's non-parametric statistic test.

Findings – The results of this study are that the average value of the pre-test was 25,625, while the average value of the post-test was 54.875. Wilcoxon test obtained the calculated value of $-2.52 Z_{count}$, which is smaller than the value of Z_{table} of -1.96 , which was carried out with a two-tailed test ($-2.52 < -1.96$). The results show an increase in social development through traditional mallogo games for children aged 5-6 years at Ponre, Gantarang, Bulukumba.

Research implications/limitations – This study has implications for developing traditional games in children's social skills. In the future, the number of participants needs to be increased. Parametric statistical tests are needed to strengthen the research results.

Practical implications – This study has practical implications for experimental studies of children's social abilities.

Originality/value – This study contributes to the development of the study of children's play. In addition, this research provides a new perspective on children's social development through the traditional game method.

Keywords: Children's social development; Traditional games; Mallogo games

Paper type: Research paper

Introduction

Social skills are essential in education (Kuss et al., 2022; Navarro-Patón et al., 2022). Social skills are acquired through harmonious social relationships (Jdaitawi & Kan'an, 2022; Kang et al., 2021) and social problem-solving skills (Mashuri et al., 2021; Navarro-Patón et al., 2022). Social skills include self-control (Boon-Falleur et al., 2022; Vazou & Mavilidi, 2021), adaptability (Martí et al., 2022; McGuinn et al., 2020), tolerance (Marini et al., 2021; Steć et al., 2021), and community participation (Kersten et al., 2020; Killaspy et al., 2022). So with social skills, it is expected that children can work together with others (Gudžinskienė et al., 2017; Miranda-Remijo et al., 2016).

Early childhood education emphasizes the development of social skills (Cooper et al., 2014; Gülay et al., 2010; Terlouw et al., 2020). Social learning helps children acquire knowledge, skills, care, express opinions, and act responsibly (Gudžinskienė et al., 2017; Irmansyah et al., 2020; Sholikah et al., 2019). Social skills such as empathy, patience, and following rules. Behavior social is essential to the child, as supplies enter level education next (Anthony et al., 2020). Create a friendship for the child that allows them to help and share, understand a problem, and work together to solve it (Afshordi, N., & Liberman, 2021). Children grow up in the same environment together with their friends. Children usually experience problems in a friendship. For that important, maturity is social for the child to solve problems with her friend (Su et al., 2019).

Games played with parents can help children develop social skills (Ahmadzadeh et al., 2020; Dereli-Iman, 2014; Hosseini et al., 2019; Kovess-Masfety et al., 2016). The game is activities that are very popular with children. Through activities Playing, children can learn several things, one of which is the social aspect children can develop. Play is a container for the child to express his wish naturally (Waugh & Peskin, 2015). By playing games with friends, the child could study obeying rules, socializing, managing emotions, placing oneself, cooperation, tolerance, and upholding sportsmanship (Rohmah, 2016).

Traditional games are suitable for children's social development (Irmansyah et al., 2020). However, children no longer play traditional games because of the proliferation of modern games. Traditional games must be preserved so as not to fade. Children should be introduced to traditional games. Through games, the traditional child could study, work together, have characteristics of persistence, honesty, and sportsmanship (Andriani, 2012). Traditional Games could increase the development of the social child. Attitude formed social through traditional game work equal, respecting others, sportsmanship, and child study for control emotional and responsible answer (Adhani et al., 2014).

The traditional game of mallogo is a traditional game from South Sulawesi (Erliani, 2021). This game teaches children to have an honest attitude (Asrina et al., 2020), uphold sportsmanship (Mantasiah et al., 2017), and train children to obey the rules. Game tools traditional mallogo that is from shell coconut made Becomes triangle. Mallogo traditional game can be done with two people or more of a total player. This game can be played individually or in groups (Nusa, 2019). Values are positives in the traditional mallogo game: cooperation, skill, challenge, and sportsmanship (Sugianto, 2017). However, no studies specifically discuss the effect of traditional games on increasing children's social development. This study aims to prove the improvement of social development through the traditional game of mallogo in children aged 5-6 years. The findings of this study will have implications for the theoretical construction of traditional games for children's social development.

Methods

The type of research uses a quantitative approach through the Pre-experimental design method. It is a type of experiment used in research. Pre-experimental was used because this study did not use a control group. This method was chosen because the total sample used was only a little. This study involved eight children 5-6 years old. Design study in the form of one group pretest-posttest design, research conducted without group comparison so that only one group was used. Pre-testing is done before giving treatment, then stimulus is given, and finally, a post-test is used to

measure after the stimulus or treatment has been given (Cohen et al., 2018; Jannah, LM., 2012). The image of the design research in this study is presented in table 1.

Table 1. Research Design

Pre-Test	Treatment	Post-Test
T1	X	T2

Description:

T1 : Pre-test score before using the traditional game.

X : The treatment is given.

T2 : Post-test scores after using the traditional game.

The population in this study are 8 children aged 5-6 years who live in Ponre, Gantarang, Bulukumba and whole child are sample in this research. The data collected through developmental assessment using observation base on children age 5-6 social and emotional development indicators was set by Minister of Education and Culture No. 137 of 2014 concerning National Standard for Early Childhood Education. The data analysis technique used is Wilcoxon's non-parametric statistic test.

Table 2. Indicators Instrument Behavior Social for Children Age 5-6 Years

No.	Aspect	Indicator
1.	Awareness self	a. The child adapts themselves to the situation. b. Child showing characteristic caution toward people who have not known. c. Children recognize and show their feelings alone.
2.	Sense of responsibility answers for self, myself, and others	a. Children know will their rights. b. Children obey rules in play. c. The child shows an independent attitude. d. The child is responsible answer on his behavior for kind self alone.
3.	Behavior pro-social	a. Children build work same with their friends when playing. b. Children understand feeling friends and respond reasonably. c. Children share with other people. d. Children appreciate other people's opinions. e. The child shows attitude sportsmanship in play. f. The child shows an attitude of being cooperative with a friend. g. The child shows attitude tolerance. h. The able child behaves politely.

As for the scale assessment used, there are four, including BB (Undeveloped) with a score of 1, MB (Start Growing) with a score of 2, BSH (Evolved as Expected) with a score of 3, and BSB (Excellent Developed) with score 4. This study used technique data analysis in the non-parametric statistic Wilcoxon test. Wilcoxon's non-parametric test is a test of significance using a formula ranking test and aims to know different treatments on the tested sample using pre-test and post-test (Sudaryono, 2019). This study examines children's social skills before and after playing the traditional mallogo game. This study uses descriptive statistical techniques to analyze the data in tabular form. The data were obtained from the observation guidelines for children's social behavior aged 5-6 years with the formula Wilcoxon's non-parametric test (Figure 1).

The significance value used 0.05 so that Mark Z_{table} generated, i.e., -1.96 or 1.96 through the test two sides. So, the hypothesis in the study is that if Mark $Z_{count} < -1.96$ or $Z_{count} > 1.96$, then H_a accepted, there is enhancement development social through traditional game mallogo in children 5-6 years old in Ponre, Gantarang, Bulukumba if Mark $Z_{count} > -1.96$ or $Z_{count} < 1.96$, then H_0 accepted, there is no enhancement development social through traditional game mallogo in children 5-6 years old in Ponre, Gantarang, Bulukumba.

$$Z_{\text{count}} = \frac{T - \frac{N(N+1)}{4}}{\sqrt{\frac{N(N+1)(2N+1)}{24}}}$$

Description:

T : The smallest number of rankings

N : The amount of data

Figure 1. Formula Wilcoxon's Non-Parametric Test

Result and Analysis

Based on table 3, progress social children 5-6 years old in Ponre, Gantarang, Bulukumba before treatment in traditional Game mallogo get score highest by 30, score Lowest equal to 23 and obtain the average value is 25.625. Ratio Mark pre-test and hypothetical mean, 25.625 and 37.5. It means the development of the social child 5-6 years old has not yet reached the ideal value because Mark's pre-test more small compared to the hypothetical (Flury, 1997).

The pre-test scores were given to children aged 5-6 years. The researcher's scores were taken at the time of the first observation using the research instrument. It is done so that the comparison development social children 5-6 years old before and after traditional game mallogo could see the difference. On research, this value pre-test is Mark taken start before treating children 5-6 years old in the form of gift traditional Game mallogo.

Table 3. Pretest and Posttest scores

No.	Child Name	Pretest Score	Posttest score
1.	NS	28	57
2.	FS	30	58
3.	F	26	55
4.	ASA	23	52
5.	SN	26	57
6.	ANH	24	53
7.	NK	24	54
8.	LI	24	53
Average value		25,625	54,875

Table 3 shows the development of the social child 5-6 years old in Ponre, Gantarang, Bulukumba, after given treatment in the form of traditional Game mallogo get score highest of 58, score Lowest amounted to 52 and obtained the average value is 54.875. Ratio Mark post-test and hypothetical means, 54,875 and 37.5. The development of social children 5-6 years old has to reach the ideal value because Mark's post-test is more significant than Mark's hypothetical mean. So, there are enhanced average score development social children 5-6 years old from before given treatment after given treatment in the form of traditional game mallogo. The Wilcoxon statistical test was carried out to strengthen the descriptive data analysis above. Wilcoxon test was used to know the difference development of the social child 5-6 years old before traditional game mallogo and after traditional game mallogo.

Based on table 4, we obtained the value of $T = 0$ and the value of $N = 8$. So, the value of the Z_{count} , i.e., -2.52. Following provisions, if Mark $Z_{\text{count}} < -1.96$, then H_a is accepted. Because value $Z_{\text{count}} < -1.96$, i.e., $-2.52 < -1.96$, there is enhancement social development through traditional Game mallogo in children 5-6 years old in Ponre, Gantarang, Bulukumba.

Table 4. Pretest- Posttest results

No.	Child Name	Mark	Mark	Difference	Ranking	
		Pre-test	Posttest		+	-
1.	NS	28	57	29	4	0
2.	FS	30	58	28	1	0
3.	F	26	55	29	4	0
4.	ASA	23	52	29	4	0
5.	SN	26	57	31	8	0
6.	ANH	24	53	29	4	0
7.	NK	24	54	30	7	0
8.	LI	24	53	29	4	0
					36	0

Discussion

The data on the average score of social development is empirically lower than the hypothetical mean score (Flury, 1997). strengthen research into the development of social children aged 5 to 6 years in Ponre Gantarang Bulukumba. Based on preliminary observation research conducted by researchers on June 16, 2021, there are several difficult children to adapt to the rules that apply in the environment around them. State this could be seen when child played with friends, their child who does not could accept his defeat so that vent with a cry. Some children do not notice state surroundings because they focus on a played gadget. At the time, the observed middle child played with his friend. Observation results researcher that is five children have not could obey rules in play, eight children who have not could responsible answer on behavior, five children who have not could understand feeling his friends, five children who have not could value the opinion his friends, five children who have not could be sporty in play, and five children who have not could behave politely. Based on that, it can conclude that aspect social children 5-6 years old in Ponre, Gantarang, Bulukumba need development.

Playing are activities carried out to get pleasure and satisfaction from activities carried out. Good games for the child that is games containing values educative in skeleton develop potential child (Lubis, 2019). Besides that, playing also increases children's honesty (Asrina et al., 2020; Mantasiah et al., 2017). With play, the child interacts socially, child discloses his wish, issues his opinion, and forms a personality character child (Altidor-brooks et al., 2019). Games containing element educational one are traditional Game mallogo. The researcher treated the traditional Game mallogo for increased development of social children aged 5-6 years in Ponre, Gantarang, Bulukumba. The result shows average developmental scores social children 5-6 years old in Ponre, Gantarang, Bulukumba experience enhancement after treatment in traditional game mallogo. It could be seen from the post-test data generated that score is Lowest at as much as 52 and the score highest at as much as 58, with an average value of 54.875. Post-test scores are taken on the day the final study takes place. Children are aged 5-6 years when the first time showed traditional game mallogo are very enthusiastic, curious, and curious the year is very high. They many ask about how method plays traditional Game mallogo. On the day first, they still had difficulty knocking down the small logo because the traditional game mallogo needs level concentration. However, on the second and third days, the son is already capable of playing traditional mallogo with sound and obeying rules in play.

Development social children 5-6 years old experience enhancement after doing traditional mallogo. It proves that the traditional game effectively increases aspect development of social child age early. Traditional Games could be used as a learning medium for children because traditional Games benefit the aspect of development children, one of their development social child (Afrianti et al., 2014). Traditional Games increase the Skills of social children. Children interact (Costa et al., 2022; Niu et al., 2022) and work the same (Chau et al., 2022) with their friends when playing the traditional game. Aspect observed social when the child does a traditional game with his friend, that is child work same with good for reach success in-game group. Besides, children feel like when doing the traditional game. It proves that learning using

traditional games is fun learning for the child (Nugraha et al., 2018). At the time, the child does traditional Game mallogo at Ponre, Gantarang, Bulukumba without being aware of game mallogo practice child social skills. Among them are awareness of self, sense of responsibility, answer for self and others, and behavior pro-social. Mark's post-test could be seen, who experienced enhancement to the development of a social child after treatment in traditional game mallogo.

Enhancement of social development in children needs stimulus. The development of a social child could progress well if given the stimulus that is carried out following level age in children age early. The following research was conducted on children 5-6 years old in Ponre, Gantarang, Bulukumba, development social child upgraded through fun traditional Game mallogo. This study was also proven by performing the Wilcoxon test. The calculated Z_{value} obtained of -2.52. The significance value used, i.e., 0.05, is done with test two sides, so that Z_{table} , i.e., -1.96 or 1.96. Based on the thing, then H_a accepted because $Z_{\text{count}} < Z_{\text{table}}$, i.e., $-2.52 < -1.96$. It proves that the traditional Game mallogo could increase social child development from 5-6 years old. Based on research conducted on children 5-6 years old in Ponre, Gantarang, Bulukumba, when given treatment in the form of traditional game mallogo, game mallogo child could increase aspect socially. It can be seen when the child draws who is the first to start the game. In the game, children follow the rules. It can be seen when other children line up to hit the big logo in order to knock down the small logo, and when the child has hit three times but has not hit the small logo, the child gives up and lets the opponent play. The way children act can be seen when they work independently to create a small logo. Children learn how to cooperate with their friends. It can be seen when the children work together with their friends to create a small logo. It can also be seen when the child can accept defeat in a playing game.

Social skills are essential for children to learn when living in a social environment. Children with good social skills are significant for interacting and socializing in society. Even during this pandemic, with the introduction of online schools, the learning process is not carried out in the classroom. For this reason, parents and teachers work together to ensure that children continue to learn. Others how to have children like study while playing one of the traditional games (Ali et al., 2021). Traditional games have proven capable of stimulating children in increasing social development. They shape values, character, caring, work equality, communication, and responsibility answer (Irmansyah et.al., 2020). Development social in children 5-6 years old after doing traditional Game mallogo experience increase. At the time, observe a middle child playing with his friend. Observation results researcher that is a child could obey rules in play, be responsible answer on behavior, understand feeling friend, appreciate opinion his friend, be sporty in play and behave politely.

Based on that, it can be concluded that aspects of social children 5-6 years old in Ponre, Gantarang, Bulukumba after treatment in the form of traditional Game mallogo increased, including awareness of self, sense of responsibility answer for self themselves and others, as well as pro-social behavior. Traditional games have several benefits to early child development, especially the social child's development. Traditional Games give new and enjoyable experiences for children. Through traditional games, children study, cooperate, make children creative, and add outlook child (Deona, 2020). The traditional game is a learning media that can use. Because with doing traditional Games child not only play but also learn. Traditional Games contain values close to culture concerning education (Ariesta et al., 2020).

Conclusion

Based on the results, the study could be concluded that the development of social children 5-6 years old increases after doing traditional game mallogo compared to before doing traditional Game mallogo. There is an enhancement of development social through traditional game mallogo in children 5-6 years old in Ponre, Gantarang, Bulukumba. The average value between pre-test and post-test could be seen, who experienced an increase. From the statistical tests carried out, it can be concluded that there is enhanced social development through the traditional game mallogo in children 5-6 years old in Ponre, Gantarang, Bulukumba.

Declarations

Author contribution statement

Aeni Tasnim conceived the presented idea. Ahmad Afif developed the theory of social skills and traditional games. Eka Damayanti the analytical methods. All authors discussed the result and contributed to the final manuscript.

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Data availability statement

The datasets generated during and/or analyzed during the current study are available from the corresponding author on reasonable request.

Declaration of interests statement

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

Additional information

Correspondence and requests for materials should be addressed to eka.damayanti@uin-alauddin.ac.id.

ORCID

Eka Damayanti  <https://orcid.org/0000-0002-2441-6700>

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