

## **TRADITIONAL GAME AS A SOCIAL STUDIES LEARNING METHOD TO DEVELOP STUDENT'S COMMUNICATION AND COLLABORATIVE SKILLS**

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### **Abstract**

Education plays an important role in building the quality of human resources. The aim of national education is to develop intellectuality, nationality and human resources, people who have faith and are devoted to God Almighty and virtuous character, have knowledge and skills, physical and spiritual health, a steady and independent personality and sense of community responsibility and nationality. In achieving the goals, social studies are an important foundation of such development. Nowadays, students are expected to obtain 21st century skills, which some of the important are communication and collaborative skill. The importance of these skills beside of our relatively era of global connection, is also because of the negative development in social relations especially between older and younger generation. This study aims to explore an alternative source of learning in social studies through Gobak Sodor traditional game in line with the development of communication and collaboration skills as mentioned before. This study uses literature review that is analyzed through bibliographic annotations that are focused on the traditional method of the Gobak Sodor game in the learning as well as the ability of student to communicate and collaborate through this media. We can conclude that this traditional game is able to improve student's communication and collaborative skills as the nature of the Gobak Sodor is pushing the player to engage one another frequently.

**Keywords:** Traditional games, Social studies learning, Communication and collaborative skills

## INTRODUCTION

Globalization is the process of international integration that occurs because of the exchange of product, ideas, and cultural aspects of the other. The advances in science and telecommunications technology, including the emergence of the Internet, are a major factor in globalization.

Technological progress is one of the factors driving social change in society. Social changes are changes that occur in the structure and function of society that affect the value system, attitudes and behavior. The advancement of information technology has a major influence on the behavior of students, both positive and negative influences. The negative tendency of social relations is happening now, where the younger generation tends towards individualistic behavior. This is in accordance with Maryani (2009). The rise of social deviations such as brawl, corruption, hedonism, national disintegration, hostility to the environment, individualism, crisis of trust, and so on is a fact caused by weak social skills.

The importance of aspects of social skills in education is that social skills education will shape students' maturity and ability of students to adjust to the social environment and solve social problems and develop aspirations with the characteristics of mutual respect, independence and knowing the purpose of life, especially in dealing with the effects of global capitalism the skills needed to deal with it (Supriatna, 2018). Social skills are the ability to interact with others in social contexts in special ways that are acceptable to the environment and at the same time can benefit individuals, and mutually beneficial. Is an ability that is learned and possessed by individuals to be able to bring up specific behaviors in certain situations with the aim of being able to make and achieve relationships or interactions with others effectively so that they can become socially competent individuals.

In the 21st century social skills play a very important this is in accordance with the statement of Trilling and Fadel (2009) suggests a number of skills Century 21st as follows: critical thinking and problem solving, communication and collaboration, creativity and innovation, information literacy, media literacy, ICT literacy, flexibility and adaptability, initiative and self-direction, social and cross-cultural interaction, productivity and accountability, leadership and responsibility.

Then Piirto (2011) states that creativity in the 21st century includes Think Creatively, Work creatively with others, and implement innovations. Efforts to increase the competency of the student's social skills through the development of social studies learning. Social studies (social studies) become an important foundation for the development of emotional, cultural, social and social intellectual of students, who are able to develop ways of thinking, behaving, and behaving that are individually responsible and sensitive to social problems that occur in society. The results showed that the development of social skills is closely related to the material, methods, media of learning and evaluation (Maryani, 2009).

Therefore, improvement in the quality of learning is very important to be implemented. Efforts to achieve good quality learning can be achieved by using learning methods that support learning that is fun and meaningful. This is in accordance with what Mulyasa said (2011, p.55). That teachers and prospective teachers need to be prepared so that they can carry out continuous learning innovations so that students do not feel bored studying what they learn.

One way to create an atmosphere of active and fun learning is by playing. One of them is using traditional games as an effort to create a pleasant learning atmosphere and to preserve traditional games. Therefore, the writer feels interested to make an article with the title, Traditional Games as a Social Studies Learning Method for Developing Communication and Collaboration Skills.

## **METHOD**

The method used is through a literature review that is analyzed through bibliographic annotations which are focused on traditional game methods in social studies learning, and the ability to communicate and collaborate.

## **FINDINGS AND DISCUSSIONS**

Education of social skills and aspects of social skills is very important. Social skills are types of skills that include cooperative skills, mutual assistance, help, and so on. Social participation activities will form students have the maturity and ability to work in the community. Social skills are the ability to create harmonious and satisfying social relationships, adaptation to the social environment

and solve social problems they face and are able to develop aspirations and present themselves, with mutual respect, independence, knowing life goals, discipline and being able to make decisions.

Efforts to improve social skills can be done through social studies learning strategies and methods, where social studies are a science that focuses its studies on human relations and the process of helping the development of abilities in that relationship. This is in accordance with the statement of Maryani (2019). Social studies become an important foundation for the development of emotional, cultural, social and social intellectual of students, who are able to develop ways of thinking, behaving, and behaving that are individually responsible and sensitive to social problems that occur in society.

Some scientific studies show how important a person's social skills are. Some scientific research shows the important role of social or interpersonal skills, both in the academic world and the world of work. For example, children who develop the skills of interactive which both also show the appearance of academic much better. These social skills do not come by themselves but must be trained and taught, including through social studies. Social studies education must be able to foster the basics of social skills by starting to introduce social environment and cooperation skills education. At the middle and high school levels, social skills must be broader and more mature, and must even be able to build social networks nationally and globally.

The development of conflict resolution education in schools is related to school responsibilities in preparing students to become democratic and responsible citizens. Banks (2012) states that the main purpose of social studies is to help students develop the ability to make reflective decisions so that they can solve personal problems and shape public policy by participating in intelligent social action. Students are required to master knowledge about related issues, explain their own values related to the issue, and are aware and willing to accept the possible consequences of their actions. In learning social studies students are expected to be involved in social action and social skills.

Life in the 21st century requires a variety of skills that must be mastered by someone, so it is hoped that education can prepare students to master these skills to become successful individuals. 21st Century skills are skills needed to deal with life in a global society. 21st Century learning has a feature called 4C, which is:

- 1) Communication  
In this character, students are required to understand, manage, and create effective communication in various forms and contents verbally, in writing, and multimedia. Students are given the opportunity to use their abilities to express their ideas, both when discussing with friends and when solving problems from educators.
- 2) Collaboration  
In this character, students demonstrate their ability in group collaboration and leadership, adapt to various roles and responsibilities, work productively with others, put empathy in their place, respect different perspectives. Learners also carry out personal responsibility and personal flexibility, at work, and public relations, setting and achieving high standards and goals for themselves and others, understand confusion.
- 3) Critical Thinking and Problem Solving  
In this character, students strive to provide logical reasoning in understanding and making complex choices, understanding the interconnection between systems. Students also use their abilities to try to solve the problems they face independently, students also have the ability to compile and express, analyze, and solve problems.
- 4) Creativity and Innovation  
In this character, students have the ability to develop, implement, and convey new ideas to others, being open and responsive to new and different perspectives.

Mastery of social skills in the 21st century is of course not only the responsibility of one subject but the integrated responsibility of all subjects in the curriculum, including all activities in school (Maftuh, 2010). Some 21st century skills where social studies can play an important role are in interpersonal social skills groups, including:

1. Cooperation skills,
2. Social interaction skills,
3. Interactive communication,
4. Cultural literacy, and global awareness.

Efforts to improve social skills can be done through social studies learning strategies and methods, where social studies are a science that focuses its studies on human relations and the process of helping the development of capabilities in human relationships. The development of learning methods that provide adequate contributions to improve students' social skills, namely the development of learning methods in the field of social studies

The aim of social studies education in particular is to prepare students to become good citizens who have the knowledge, values and skills needed to actively participate in society, have social skills, the ability to communicate and cooperate, be democratic and interdependent at the local, national, regional, and global. To achieve this, a teacher must have good competence, and be able to use good methods and strategies.

Traditional games are the result of excavation from the culture itself which contains many educational values because in the activities of the game it gives a sense of fun, joy, cheerful to the children who play it. In addition, the game is done in groups to create a sense of democracy between player. The instrument used is relatively simple.

Indonesia which is rich in various cultures and nature naturally keeps its own uniqueness compared to other countries. One of them is a variety of traditional games. In general, traditional games have original regional characteristics in accordance with local cultural traditions. Therefore, in its implementation, elements of folk games and children's games are often included in traditional games. It is also possible to include activities that contain elements of art as we commonly call traditional art. Traditional games have characteristics that have elements of tradition and are closely related to the habits or customs of a particular group of people. The activities carried out must contain tangible physical elements that involve large muscle groups and also contain elements of play as a basis for the aims and objectives of the activity. This traditional game actually has good benefits for children's development, both physically and mentally. We can develop children's intellectual intelligence by using traditional games.

Based on the results of the study showed that traditional games can stimulate various aspects of child development. (Kusumaningrum, 2015) which can include the following matters:



1. Motor aspects, by training endurance, flexural, sensorimotor, gross motor, and fine motor skills.
2. Cognitive aspects, by developing imagination, creativity, problem solving, strategies, anticipatory abilities, and contextual understanding.
3. The emotional aspect, by being an emotional cathartic medium, can hone empathy and self- control.
4. Aspects of language, in the form of understanding the concepts of value.
5. The social aspect, with the condition the child to be able to establish relationships, collaborate, train maturity social with peers and to achieve socialization skills by practicing role with older adults and society in general.
6. Spiritual aspects, traditional games can bring children to realize the connection with something that is Supreme (transcendental).
7. Ecological aspects, by facilitating children to be able to understand the wise use of natural elements around.
8. Aspects of values / morals, by facilitating children to be able to live the moral values inherited from the previous generation to the next generation.

Through traditional games students work together in groups, mutual attention in groups and attention to learning, sharing assignments or questions and maintaining togetherness in groups. Students are more active in answering or asking questions and show enthusiasm and enthusiasm in learning. In addition, students learn to obey the agreed rules along with the time provided and improve communication and a sense of leadership in students. (Handayanti, 2017). Here are the types of traditional games that can develop students' social skills, especially in communicating and collaborating.

1. Game Sodor Fortress or called Gobak Sodor, because there are several groups guarding their fortress. One group consists of at least 2 people. Starting from hompimpa and see which one is the winner. After the hompimpa is finished, the winner can start first,

run and chase towards the opponent's fortress. But this game has to run fast, otherwise it will quickly hit the opponent.

2. Game boi-boian. This is a traditional game that is played in an area in Indonesia. We very rarely find this game because we might only see it in its original area. This game is done by five to ten people. The way to play this game is by arranging one stone slab. Then prepare a small ball made of paper to release a pile of stones. We use paper so it doesn't hurt when throwing it. After that one of the players throws the ball, if the pile of stones collapses then the guard must take the ball and throw it to the other players.
3. Hide and seek games, this game is done by more than two people. The method is very easy. There is one person who becomes a guard and looks for his friend who is missing, while another person is cursing somewhere. For example, playing with seven people, then starting with hompimpa to determine who the guardian is. If there is one person left, then it is declared that he loses, but if it is 3: 4, then three people do it until the remaining one person loses.
4. Play jump rope. This jump rope can use rubber or rope. We can make our own rope with rubber, how to connect one by one to the length of the rubber and then tied the ends and the rubber can we use to play jump rope. This game can be done by two people to more than ten. There are two people who hold the rope so it doesn't break.
5. Game of the dragon. In ancient times this game was very popular with children aged five to twelve years. This game is better done on the field, because the more players will be more exciting. Usually this game is done by more than seven people. How to play by determining who the guardian of two people and the rest is goes past the guard. To choose a guard, you must do a hompimpa to be fairer.

Based on the results of the study, Cahyono (Nur: 2013) suggested a number of characters possessed by traditional games that can form positive characters in children as follows:



1. Traditional games tend to use or make use of tools or facilities in the environment without having to buy them so they need high imagination and creativity. Many game tools are made or used from plants, soil, tiles, rocks, or sand. For example, cars made of grapefruit skin, engrang made of bamboo, ecrak games that use stones, telephones using used cans and nylon thread and so on.
2. Traditional children's games involve relatively many players. Not surprisingly, if we look, almost every folk game has so many members. Because, in addition to prioritizing the factors of mutual pleasure, this game also has a deeper purpose in the deepening of the ability of interaction between players (interpersonal potential). Such as hide and seek, congklak, and sodor carts.
3. Traditional games view noble values and certain moral messages such as the values of togetherness, honesty, responsibility, grace (if you lose), encouragement to represent, and obey the rules. All that is obtained if the player really appreciate, enjoy, and understand the essence of the game.

Indonesian traditional games contain values that are very useful in the life of Indonesian people, which contain the values of honesty, cooperation, leadership, and sportsmanship. Handayanti (2017) that a variety of traditional games lead children to become physically and mentally, socially and emotionally dead, not easily giving up, exploring, experimenting, and fostering a leadership spirit.

## CONCLUSION

Learning outcomes are things related to learning activities where learning activities are processes while learning outcomes are achievements after going through the learning process. In general, the understanding of learning outcomes is a change in behavior and overall abilities possessed by students after learning, which manifests in the form of cognitive, affective, and psychomotor abilities.

Social skills are the ability of a person to dare to speak, express every feeling or problem encountered while at the same time find an adaptive solution, have a high enough responsibility in everything, considerate before doing something, able to reject and express their

disapproval of the negative influences of the environment. Social skills do not come naturally but are taught and practiced.

Teaching methods and strategies that teachers do affect student learning outcomes, in this case students' social skills. Social studies subjects in particular must be able to educate students to be good social creatures, those who are able to interact socially with others positively. Traditional Games is one of the learning methods that can be applied in social studies learning, based on the results of social studies learning research through traditional game methods can develop communication and collaboration skills.

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