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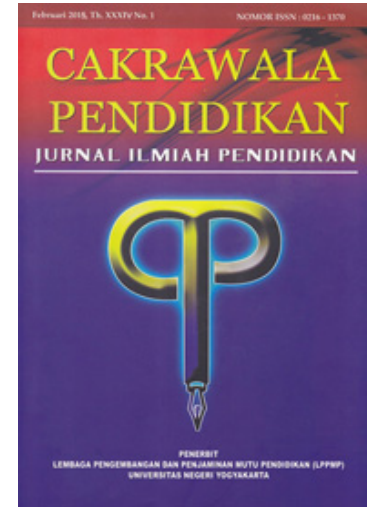
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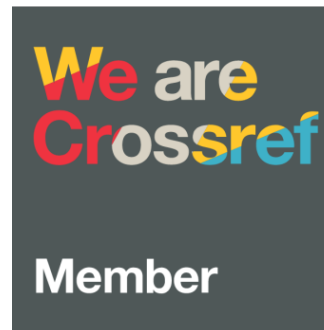
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CHILDREN'S SOCIAL SKILLS THROUGH TRADITIONAL SPORT GAMES IN PRIMARY SCHOOLS

Johan Irmansyah*, Ria Lumintuarso, FX. Sugiyanto, Pamuji Sukoco

Universitas Negeri Yogyakarta, Indonesia

*e-mail: joevoley@gmail.com

Abstract: Traditional society still perceives that physical education is ineffective in shaping children's character and that physical education is still considered as only a playing activity without having significant effects to the development of children's social skill. This research aims to help children shape their social skills through the traditional games provided by physical education teachers with their comprehensive playing activities. The method used in this research was a qualitative approach, by doing some observations and unstructured interviews to teachers and students. The format of the game used in this research was the modification of traditional games called '*Gobak Sodor*' which is adapted to the multilateral development of children and the theory of sports education. The result of observation and interview shows that the modified traditional games '*Gobak Sodor*' can help children to shape their social skills, such as personal and social responsibility, teamwork, communication and the care of each other in the game. It can be concluded that the social skills of children can not be created instantly. It requires time and continuous learning process. One of the approaches which can be used in forming children's social skills is modified traditional sport games '*Gobak Sodor*'.

Keywords: *children, social skills, games, traditional sport, physical education*

KETERAMPILAN SOSIAL ANAK MELALUI PERMAINAN OLAHRAGA TRADISIONAL DI SEKOLAH DASAR

Abstrak: Pandangan masyarakat tradisional tentang ketidakefektifan pendidikan jasmani dalam membentuk karakter anak dan pendidikan jasmani yang masih dianggap hanya sebagai kegiatan bermain saja tanpa memunyai pengaruh apa pun terhadap perkembangan keterampilan sosial anak. Tujuan penelitian ini untuk membentuk keterampilan sosial anak melalui permainan tradisional yang telah dipersiapkan oleh guru yang mencakup kegiatan bermain secara komprehensif. Metode penelitian menggunakan pendekatan kualitatif dengan melakukan observasi dan wawancara tidak terstruktur kepada guru pendidikan jasmani dan peserta didik. Bentuk permainan yang digunakan dalam penelitian ini adalah modifikasi permainan tradisional '*Gobak Sodor*' yang disesuaikan dengan perkembangan multilateral anak dan teori pendidikan olahraga. Hasil observasi dan wawancara menunjukkan bahwa modifikasi permainan tradisional '*Gobak Sodor*' mampu membentuk keterampilan sosial anak seperti tanggung jawab pribadi dan sosial, kerja sama dalam permainan, dan komunikasi dan kepedulian antarsesama dalam permainan. Lewat penelitian ini dapat disimpulkan bahwa pembentukan keterampilan sosial anak tidak bisa dilakukan dengan instan, butuh waktu, dan proses pembelajaran yang berkesinambungan dalam mencapai tujuan tersebut. Salah satu pendekatan yang bisa digunakan dalam membentuk keterampilan sosial anak adalah model permainan olahraga tradisional '*Gobak Sodor*'.

Kata Kunci: *anak-anak, keterampilan sosial, permainan, olahraga tradisional, pendidikan jasmani*

PENDAHULUAN

Pendidikan sejatinya merupakan proses pembentukan karakter individu mulai dari sedini mungkin. Dengan adanya proses pendidikan yang baik, individu diharapkan bisa menjadi manusia seutuhnya yang memiliki integritas intelektual, berkarakter, dan sehat secara jasmani. Namun, pendidikan saat ini masih dianggap

hanya sebagai pembentukan intelektual saja, tanpa memiliki kontribusi pada pengembangan aspek yang lain (Shodiq & Syamsudin, 2019). Sedangkan kehidupan manusia bukan sekadar pembentukan intelektual, melainkan mencakup berbagai aspek kehidupan, seperti seni, budaya, olahraga, teknologi, musik, kehidupan sosial dan sebagainya.

Pendidikan moral atau karakter anak yang akan dibentuk melalui aktivitas fisik, kompetensi gerak, permainan, dan olahraga merupakan tugas dan fungsi dari guru pendidikan jasmani (Winarni, 2011), guru diharapkan mampu menyusun model pembelajaran dan mengkondisikan lingkungan sekitar untuk menjadikan anak memiliki keterampilan sosial, baik dengan sesama teman, guru, dan lingkungan. Pendidikan jasmani dalam pengaturan anak usia dini selalu didukung oleh penekanan pada aktivitas bermain (Petrie & Clarkin-phillips, 2018), ini dipandang sebagai dasar untuk perkembangan anak (pendidikan gerak, perkembangan kognitif, fungsi sosial, dan perkembangan emosional). Varea (2018) menekankan bahwa permainan itu sendiri dapat mendorong perkembangan keterampilan sosial anak, namun, terkadang guru/orang dewasa mengabaikan pentingnya bermain dan berpotensi menghambat peluang bermain bagi anak.

Penelitian Mahabbati, Purwandari, Suharni, & Praptiningrum (2019) telah merumuskan skala keterampilan sosial anak berdasarkan kesadaran akan keberagaman di sekolah dasar, dan menunjukkan hasil bahwa terdapat 7 komponen keterampilan sosial yang teridentifikasi, yaitu; (1) kemampuan empati, (2) komunikasi dan interaksi sosial, (3) mengendalikan agresi, (4) sikap terbuka, (5) perilaku membantu, (6) memahami diri, dan (7) perilaku mau belajar. Mchugh (2015) menjelaskan nilai-nilai positif dalam pengembangan keterampilan sosial yang terkait dengan aktivitas fisik dalam pendidikan jasmani, yaitu menumbuhkan kepedulian, meningkatkan harga diri dan kepercayaan diri, menumbuhkan rasa tanggung jawab dan kerja keras, mengembangkan keseluruhan individu, dan menanamkan sikap sportifitas. Mercier (2013) menekankan bahwa pengajaran pendidikan jasmani yang berpusat pada anak secara konsisten akan membantu anak memperoleh keterampilan sosial, seperti; mengembangkan apresiasi antar sesama, meningkatkan harga diri, dan menghargai proses pembelajaran.

Vidoni & Ulman (2012) juga mengusulkan strategi '*fair play game*', dalam pengajaran pendidikan jasmani untuk meningkatkan interaksi sosial yang positif, mengurangi perilaku yang kurang baik, dan mengharuskan anak untuk mengembangkan keterampilan sosial dan bertanggung jawab. Hal ini, menegaskan

bahwa pembentukan keterampilan sosial anak telah menjadi agenda penting dalam pengaturan pendidikan jasmani dan olahraga, selain peningkatan keterampilan gerak dasar dan pengajaran teknik olahraga. Oleh karena itu, optimalisasi pembentukan karakter dan keterampilan sosial anak dari sekolah dasar harus menjadi prioritas utama dalam pengajaran pendidikan jasmani (Rismayanthi, 2011).

Meskipun telah dijelaskan melalui kajian literatur dan hasil penelitian tentang pentingnya menumbuhkan keterampilan sosial anak melalui pendidikan jasmani, tidak cukup menutup fakta bahwa masih terdapat stereotip tentang ketidakefektifan pendidikan jasmani dalam membentuk karakter dan keterampilan sosial anak. Hal ini semakin menguatkan pendapat Setiawan (2004) bahwa pendidikan jasmani di Indonesia telah kehilangan identitas sebagai sebuah nilai dan dianggap tidak memiliki entitas dalam pengembangan manusia. Pendidikan jasmani juga akan tetap dilihat sebagai kegiatan bermain saja tanpa mempunyai pengaruh apapun terhadap perkembangan intelektual, karakter, dan keterampilan sosial anak, atau hanya sebagai mata pelajaran tambahan yang bisa dikesampingkan dari mata pelajaran lain (Sutisna, Suherman, Ma'mun, & Mulyana, 2018). Penelitian Dyson, Cowan, Gordon, & Powell (2018) juga menunjukkan secara global bahwa terlalu banyak diskusi dan retorika mengenai keadaan pendidikan jasmani di tingkat sekolah dasar, kekurangan bukti mengenai pengaruh kebijakan, dan persepsi guru tentang kurangnya pendidikan jasmani yang berkualitas dalam praktiknya (Fyall, 2017).

Hasil analisis keterlaksanaan pendidikan jasmani dan olahraga di SD/MI di Daerah Istimewa Yogyakarta menunjukkan bahwa kinerja pendidikan jasmani dan olahraga yang terkait dengan aspek beban mengajar, pelaksanaan ekstrakurikuler, pengembangan kompetensi guru dan proses pembelajaran masih belum memuaskan dengan skor 176 masuk kategori C, atau baru mencapai 58,6% (Rachman, 2011). Rendahnya kinerja pendidikan jasmani dan olahraga, terutama yang terkait dengan pengembangan kompetensi guru dan proses pembelajaran di sekolah, secara tidak langsung akan berpengaruh terhadap hasil belajar anak, baik pembelajaran gerak dasar, aktivitas kebugaran jasmani, teknik

olahraga, pengetahuan, dan keterampilan sosial anak. Hasil wawancara peneliti dengan guru pendidikan jasmani di SD Muhammadiyah IV Karangjajen, Daerah istimewa Yogyakarta menjelaskan bahwa guru masih kesulitan dalam mencari dan menyusun model pembelajaran yang efektif untuk menumbuhkan karakter dan keterampilan sosial anak. Guru juga menekankan bahwa masih terdapat peserta didik yang belum bisa bekerjasama dengan teman-teman selama proses pembelajaran, kurangnya kepedulian dengan sesama teman dan lingkungan sekitar, serta anak masih cenderung saling menyalahkan atau kurang bertanggungjawab ketika diberikan tugas oleh guru.

Permasalahan-permasalahan ini, akan semakin menggiring opini masyarakat tentang ketidakbermanfaatan pendidikan jasmani di sekolah, dan menjadikan pendidikan jasmani semakin kehilangan identitas sebagai salah satu mata pelajaran yang berorientasi pada pengembangan manusia seutuhnya (aspek psikomotorik, kognitif, afektif, dan sosial) melalui aktivitas gerakan dan olahraga (UNESCO, 2015). Oleh karena itu, profesi pendidikan jasmani harus memfokuskan kembali upaya pengembangannya, secara lokal, nasional, dan internasional, untuk berkonsentrasi pada perspektif pengembangan agenda strategis dan jangka panjang yang bertujuan menyatukan para pemangku kepentingan utama dalam suatu visi bersama untuk masa depan pendidikan jasmani (Carse & Keay, 2018).

Berdasarkan permasalahan-permasalahan yang teridentifikasi di atas, maka pendidikan jasmani harus bisa memberikan solusi alternatif dalam upaya peningkatan kualitas manusia yang difokuskan pada peningkatan kesehatan jasmani dan rohani seluruh individu, pemupukan watak/karakter, dan pembentukan keterampilan sosial anak, serta pengembangan prestasi olahraga yang dapat membangkitkan rasa kebanggaan nasional. Sejatinya, pendidikan jasmani yang berkualitas memungkinkan semua anak untuk menikmati dan berhasil dalam banyak jenis kegiatan fisik (Kirk, 2010), dan mengembangkan berbagai keterampilan dan kemampuan untuk menggunakan taktik, strategi, dan komposisi gagasan untuk mencapai keberhasilan.

Pendidikan jasmani juga merupakan tempat belajar, kesempatan untuk belajar permainan baru, teknik olahraga, dan melakukan aktivitas

gerak (Parker, MacPhail, O'Sullivan, Chróinín, & McEvoy, 2018). Anak-anak melihat bahwa 'melakukan' pendidikan jasmani di sekolah adalah tentang mempelajari bagaimana menjadi aktif secara fisik, terlepas dari kenyataan bahwa anak-anak memahami upaya guru dan pelatih sebagai peluang untuk belajar berlari, melompat, dan melempar dengan lebih baik. Peluang ini sering dipandang sebagai sesuatu yang monoton dan membosankan karena dilakukan secara berulang. Oleh karena itu, guru diharuskan memiliki kreativitas dan inovasi dalam menyusun model pembelajaran yang sesuai dengan tujuan pembelajaran dan karakteristik anak.

Model pembelajaran yang efektif dan sesuai untuk karakteristik anak sekolah dasar adalah model pembelajaran yang menekankan pada aktivitas bermain, bersenang-senang, bergembira, dan persahabatan (Kirk, Macdonald, & O'Sullivan, 2006), baik itu permainan, teknik olahraga, permainan tradisional, maupun kombinasi dari beberapa permainan dan olahraga. Dalam penelitian ini, akan menggunakan jenis permainan tradisional '*Gobak Sodor*', yang diketahui bahwa permainan tradisional '*Gobak Sodor*' merupakan salah satu dari 87 permainan tradisional anak yang telah teridentifikasi dari 5 kabupaten/kota di Daerah Istimewa Yogyakarta (Suherman, Dapan, Guntur, & Mukhtiani, 2019). Selain itu, penelitian Shinta, Syamsi, & Haryanto (2019) juga menunjukkan bahwa permainan tradisional '*Gobak Sodor*' dapat digunakan sebagai media untuk pembentukan karakter atau keterampilan sosial anak, seperti (1) kerjasama, (2) tanggungjawab, (3) kerja keras, dan (4) kepedulian. Ini dikarenakan dalam permainan tradisional '*Gobak Sodor*' terdapat nilai-nilai luhur berupa kearifan lokal yang dapat membentuk karakter atau keterampilan sosial anak. Penggunaan permainan tradisional '*Gobak Sodor*' dalam penelitian ini juga didasarkan atas kesadaran untuk terus berupaya dalam mempertahankan identitas budaya bangsa melalui pelestarian dan pengajaran permainan tradisional dalam pendidikan jasmani.

Selain permainan tradisional '*Gobak Sodor*', penelitian ini juga didasarkan pada teori 'Perkembangan Multilateral Anak' (Lumintuarso, 2013), dan teori 'Pendidikan Olahraga' (Siedentop, 2002). Perkembangan multilateral anak berfokus pada pengembangan berbagai macam keterampilan gerakan melalui aktivitas

bermain/permainan beregu dalam pembelajaran pendidikan jasmani. Sedangkan, pendidikan olahraga menekankan pada kedalaman konten pembelajaran yang lebih spesifik dalam mengajarkan teknik gerakan, pemahaman taktis, pengembangan keterampilan pribadi dan sosial, dan pemahaman budaya olahraga (Pill, Penney, & Swabey, 2012). Penggabungan dan modifikasi antara permainan tradisional ‘*Gobak Sodor*’, aktivitas bermain, dan pendidikan olahraga menjadi inovasi yang coba diterapkan peneliti untuk mendapatkan model pembelajaran yang paling tepat dalam menumbuhkan keterampilan sosial anak. Jadi, penelitian ini memiliki tujuan untuk menumbuhkan keterampilan sosial anak melalui permainan tradisional ‘*Gobak Sodor*’ yang telah didesain dan dimodifikasi sesuai dengan teori, tujuan pembelajaran, karakteristik permainan, dan karakteristik anak.

METODE

Penelitian ini menggunakan pendekatan studi kasus dalam penelitian kualitatif yang merupakan strategi penelitian untuk menyelidiki secara cermat suatu program, proses, peristiwa, aktivitas, atau sekelompok individu (Creswell, 2014), serta hal-hal yang menarik bagi peneliti (Gall et al., 2003). Pada tahap ini, peneliti pertama kali melakukan observasi proses pembelajaran dan wawancara terhadap guru tentang kendala/permasalahan yang dihadapi dalam proses pembelajaran.

Subjek penelitian adalah 2 orang guru pendidikan jasmani (satu perempuan dan satu laki-laki) dan 16 anak dari dua kelas berbeda (delapan perempuan dan delapan laki-laki). Pemilihan subjek anak menggunakan teknik *purposive sampling*, yang menekankan pada penentuan kriteria tertentu dalam pemilihan sampel (Gratton & Jones, 2004). Penelitian ini difokuskan pada 16 anak yang memiliki keaktifan dalam mengikuti permainan dalam proses pembelajaran, dan rerata umur anak adalah 7-10 tahun karena berada pada kelas rendah (I, II, dan III). Penelitian dilaksanakan di Sekolah Dasar Muhammadiyah IV Karangakajen, Daerah Istimewa Yogyakarta, Indonesia. Sekolah dasar ini merupakan salah satu model sekolah yang masih menekankan nilai-nilai spiritualitas, moral, dan intelektual tanpa mengesampingkan kebebasan anak-anak dalam melakukan permainan.

Teknik pengumpulan data yang digunakan dalam penelitian kualitatif ini adalah observasi dan wawancara tidak terstruktur. Observasi bertujuan untuk menyelidiki permasalahan-permasalahan yang terjadi dalam proses pembelajaran pendidikan jasmani, dan wawancara tidak terstruktur dilakukan untuk merumuskan model pembelajaran/permainan yang sesuai untuk anak, serta pertanyaan-pertanyaan singkat untuk mengetahui respon anak pada saat permainan berlangsung. Instrumen yang digunakan dalam penelitian ini adalah pedoman observasi dan pedoman wawancara yang disusun oleh peneliti berdasarkan kebutuhan pengumpulan data untuk mendukung interpretasi hasil penelitian. Sebelum digunakan, pedoman observasi dan pedoman wawancara diperiksa oleh *expert judgment* untuk mengarahkan butir-butir pertanyaan/pernyataan tidak bias atau menyimpang dari tujuan penelitian.

Analisis data dilakukan secara manual menggunakan pendekatan analisis konten yang menjelaskan data secara deskriptif dengan mempertimbangkan hasil pengamatan dan tanggapan dari responden (Creswell, 2014). Interpretasi data yang berfokus pada dampak dari hasil pengamatan dan tujuan yang diinginkan dan kemudian disimpulkan berdasarkan perilaku dan tanggapan responden. Tema-tema yang muncul diidentifikasi dan dikomparasikan melalui proses yang berulang untuk mendapatkan hasil yang kredibel. Proses ini berlangsung sampai pada keseluruhan data tercakup dalam tema atau yang biasa disebut data jenuh. Beberapa hasil pengamatan dan kutipan wawancara yang dianggap paling representatif untuk menjelaskan tema utama, disajikan pada bagian pembahasan.

HASIL DAN PEMBAHASAN

Hasil

Karakteristik utama dalam penelitian ini adalah pengamatan terhadap dampak yang muncul setelah penerapan model permainan olahraga tradisional ‘*Gobak Sodor*’ terhadap pembentukan keterampilan sosial anak. Pengamatan dilakukan pada saat proses permainan berlangsung, dan menekankan pada fleksibilitas permainan untuk memberikan anak pengalaman bermain yang menyenangkan. Stimulasi dari peneliti dan guru pendidikan jasmani berupa pertanyaan-pertanyaan yang mengarah pada keterampilan sosial anak pada

proses permainan juga diberikan, ini dilakukan untuk melihat respon anak secara spontan dalam menjawab pertanyaan, baik secara verbal maupun gerakan.

Temuan penting dari hasil wawancara dan diskusi dengan dua orang guru pendidikan jasmani adalah berupa rumusan permainan tradisional '*Gobak Sodor*' yang dimodifikasi berdasar pada perkembangan multilateral anak dan teori pendidikan olahraga. Rumusan tersebut menghasilkan sebuah 'model permainan olahraga tradisional *Gobak Sodor*'. Setelah itu, tiga tema utama juga diidentifikasi terkait dengan keterampilan sosial anak dari hasil penerapan permainan olahraga tradisional '*Gobak Sodor*' dan stimulasi pertanyaan pada saat proses permainan berlangsung, yaitu; tanggungjawab, kerjasama, dan komunikasi. Hasil ini relevan dengan penelitian sebelumnya yang menunjukkan bahwa pengembangan model permainan tradisional mampu membangun karakter anak, seperti kerjasama, kejujuran, percaya diri, dan peduli sesama.

Berdasarkan hasil wawancara dengan guru, menunjukkan bahwa peran guru dalam peningkatan keterampilan sosial anak sangatlah penting, guru sebagai pembimbing, panutan sekaligus contoh yang bisa memberikan dampak langsung terhadap perilaku anak. Ini sesuai dengan ungkapan 'guru' dalam tradisi Jawa yang berarti menjadi panutan dan diambil sebagai contoh yang baik. Hasil pengamatan dan stimulasi pertanyaan pada saat proses permainan berlangsung, anak secara tidak langsung sudah menerapkan tanggungjawab mereka dalam permainan, seperti berusaha untuk memenangkan permainan, dan mempertahankan tugas mereka

sebaik mungkin dalam menjaga lawan maupun meloloskan diri dari hadangan lawan.

Kerjasama anak dapat dilihat dari minat anak yang lebih suka dengan permainan yang mengarah pada sebuah kompetisi dan kerjasama tim, anak terlihat mampu saling bekerjasama dan saling memotivasi sesama teman, serta menunjukkan kekompakan dan keseriusan dalam melaksanakan permainan. Dalam hal komunikasi, anak menunjukkan komunikasi aktif antar sesama pemain, walaupun dalam kondisi permainan sedang berlangsung dan sedang melakukan tugas masing-masing. Hal ini juga dikuatkan dengan hasil wawancara dengan guru yang menjelaskan bahwa komunikasi anak di lapangan sudah cukup baik, jarang terjadi perselisihan pendapat antar anak. Jika terjadi perselisihan, anak berusaha memisahkan atau meleraikan, dan jika sulit diselesaikan sendiri maka anak langsung melaporkan kepada guru. Substansi temuan hasil pengamatan dan wawancara dengan responden, dirumuskan pada Tabel 1.

Penjelasan hasil temuan di atas menunjukkan bahwa guru memiliki peran penting dalam membentuk perilaku maupun keterampilan sosial anak. Guru masih menjadi role model atau panutan bagi anak, terutama di sekolah dasar, sehingga guru harus mampu menjaga dan memberikan contoh perilaku yang baik sesuai dengan norma atau aturan yang berlaku di sekolah dan masyarakat. Selain itu, penyusunan dan pengembangan model pembelajaran/permainan dalam pendidikan jasmani, harus selalu disesuaikan dengan tujuan pembelajaran yang ingin dicapai dan sesuai dengan kebutuhan/karakteristik anak.

Tabel 1. Hasil Interpretasi Wawancara dengan Responden Penelitian

Indikator/Tema	Hasil Wawancara
Model Permainan	1. Modifikasi permainan tradisional ' <i>Gobak Sodor</i> '.
Olahraga	2. Integrasi perkembangan multilateral anak dalam permainan tradisional ' <i>Gobak Sodor</i> '.
Tradisional ' <i>Gobak Sodor</i> '	3. Internalisasi teori 'Pendidikan Olahraga' yang bertujuan untuk mengembangkan pemahaman, strategi, keterampilan olahraga, dan menumbuhkan etika dalam olahraga. 4. Hasil modifikasi berupa model permainan olahraga tradisional ' <i>Gobak Sodor</i> '. 5. Pembentukan keterampilan sosial anak melalui model permainan olahraga tradisional ' <i>Gobak Sodor</i> '. 6. Pelestarian budaya lokal melalui pengajaran pendidikan jasmani.

Tabel 1. (lanjutan)

Indikator/Tema	Hasil Wawancara
Tanggung jawab	<ol style="list-style-type: none"> 1. Anak bertanggung jawab secara pribadi dengan tugasnya dalam permainan. 2. Anak bertanggung jawab secara sosial dengan kelompoknya untuk mempertahankan garis batas yang sudah menjadi kewajiban untuk menjaganya. 3. Anak memiliki tanggung jawab dalam mencapai tujuan permainan yaitu kesenangan dan kemenangan.
Kerjasama	<ol style="list-style-type: none"> 1. Anak melakukan kerjasama dalam menyusun strategi permainan. 2. Anak menunjukkan kekompakkan dan keseriusan dalam melakukan permainan. 3. Membentuk rasa saling membutuhkan dan ketergantungan antar pemain/tim.
Komunikasi	<ol style="list-style-type: none"> 1. Anak menunjukkan komunikasi aktif antar sesama pemain/tim. 2. Anak menggunakan komunikasi verbal maupun bahasa tubuh dalam permainan. 3. Anak menunjukkan kepedulian sesama teman melalui ucapan maupun sikap. 4. Anak berkomunikasi dengan guru maupun peneliti dengan bahasa yang santun.

Pembahasan

Model Permainan Olahraga Tradisional 'Gobak Sodor'

Substansi dari permainan adalah sifatnya yang menekankan pada kesenangan dan kegembiraan anak dalam melakukan permainan (Bailey, 2009), dan tugas guru hanya sebagai fasilitator yang menyediakan seluruh sumber daya pembelajaran yang mendukung proses pembelajaran/permainan (Nelson, Cushion, Potrac, & Groom, 2014). Oleh karena itu, model permainan seharusnya ditentukan secara khusus oleh para pemain itu sendiri tanpa ada intervensi dari pihak manapun (Varea, 2018). Akan tetapi, karakteristik anak pada usia sekolah dasar, secara umum masih belum bisa memahami problem abstrak atau merumuskan pilihan yang akan diambil (Piaget, 1964), sehingga peran guru pendidikan jasmani menjadi sangat penting dalam menyusun dan menerapkan model permainan yang sesuai dengan karakteristik anak.

Model permainan tradisional dirumuskan oleh peneliti dan dua orang guru pendidikan jasmani yang disesuaikan dengan teori, tujuan pembelajaran, karakteristik permainan, dan karakteristik anak. Pada saat wawancara dengan guru pendidikan jasmani, peneliti memfokuskan pertanyaan tentang model permainan yang sesuai dalam membentuk keterampilan sosial anak. Tanggapan Guru AS, menjelaskan bahwa jenis permainan yang biasanya dipilih adalah permainan yang bersifat beregu dengan tujuan untuk meningkatkan rasa kerjasama, saling menghargai, jujur, dan disiplin guna meningkatkan keterampilan sosial anak. Selaras dengan Guru CG, yang memberikan tanggapan bahwa menerapkan permainan beregu menjadi pilihan dalam membentuk keterampilan

sosial anak, seperti kerjasama, tanggungjawab, kepedulian sesama anak, dan kekompakkan dalam permainan.

Pernyataan kedua guru di atas relevan dengan perkembangan multilateral anak yang menekankan pada pengembangan anak secara menyeluruh melalui aktivitas gerak dan permainan, yang meliputi pengembangan keterampilan gerak, kemampuan fisik, dan keterampilan sosial (Lumintuarso, 2013). Aktivitas bermain/permainan juga harus disesuaikan dengan karakteristik pendidikan olahraga, yang meliputi; situasi, lokasi, kompetisi, aktivitas, penilaian, dan penghargaan (Siedentop, 1998). Ini bertujuan untuk meningkatkan minat anak dalam melakukan aktivitas bermain/olahraga, dan menumbuhkan pemahaman tentang etika dalam permainan/olahraga. Penney, Clarke, Quill, & Kinchin (2005) juga menekankan bahwa pendidikan olahraga dapat membantu meningkatkan dan memperkuat pembelajaran yang inklusif dalam pendidikan jasmani. Oleh karena itu, penyusunan model permainan harus didasarkan pada perkembangan multilateral anak dan pemahaman tentang aktivitas permainan/olahraga itu sendiri.

Diskusi selanjutnya, peneliti semakin mengarahkan pada model permainan tradisional yang akan coba diterapkan dalam pembelajaran pendidikan jasmani. Peneliti mencoba menawarkan salah satu permainan tradisional untuk membentuk keterampilan sosial anak, yaitu permainan tradisional 'Gobak Sodor'. Respon dari guru AS menyiratkan ketertarikan dengan permainan tradisional 'Gobak Sodor', seperti yang dikutip dalam wawancara ("Menarik juga, dulu saya sering memainkannya waktu kecil dengan teman-teman

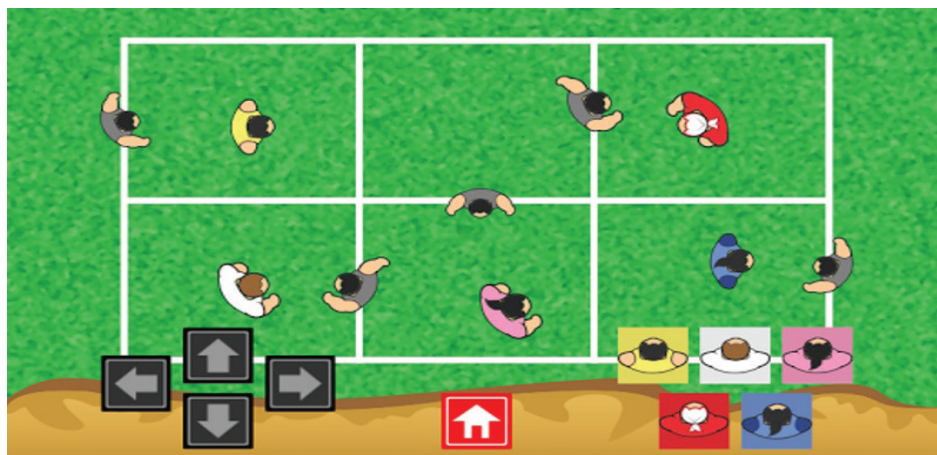
dan itu mengasikkan. Saya jadi mengingat masa lalu, waktu belum ada teknologi seperti sekarang, kami bermain bebas di luar rumah”). Pernyataan ini menjelaskan bahwa permainan tradisional ‘*Gobak Sodor*’ telah mengakar dan terbentuk dalam pikiran guru yang memiliki pengalaman masa lalu dalam memainkan permainan tradisional ‘*Gobak Sodor*’, dan merefleksikan dengan kondisi saat ini tentang adanya pergeseran budaya fisik yang disebabkan oleh perkembangan teknologi (Sinclair & Thornton, 2018).

Hasil wawancara dengan guru pendidikan jasmani dapat disimpulkan bahwa permainan beregu, internalisasi pendidikan olahraga, dan permainan tradisional ‘*Gobak Sodor*’ dapat membentuk keterampilan sosial anak. Relevan dengan hasil penelitian dari Widodo & Lumintuarso (2017) yang menunjukkan bahwa modifikasi permainan tradisional, termasuk ‘*Gobak Sodor*’, mampu membangun karakter anak, seperti; kerjasama, kejujuran, percaya diri, dan peduli sesama. Permainan tradisional merupakan bentuk aktivitas yang dilakukan sesuai dengan budaya dan kebiasaan yang ada disuatu daerah dengan suasana permainan yang menyenangkan, dan tanpa adanya tekanan atau paksaan apapun (Tsangaridou, Zachopoulou, & Liukkonen, 2014). Peraturan permainan sesuai dengan kesepakatan bersama dari peserta permainan, dan peran guru hanya memberikan arahan bukan perintah.

Pemilihan permainan tradisional ini menurut peneliti dan guru pendidikan jasmani telah memenuhi syarat secara keseluruhan dalam membentuk keterampilan sosial anak (Mchugh, 2015), maupun nilai-nilai moral yang terkandung di dalamnya (Johnson, 2013), serta sebagai bentuk

dalam mempertahankan identitas budaya lokal dan konstruksi sosial (Hay & Macdonald, 2014) yang telah terbentuk di Daerah Istimewa Yogyakarta. Permainan tradisional ‘*Gobak Sodor*’ diharapkan mampu membentuk keterampilan sosial maupun respon sosial anak (Severinsen, 2014), seperti; tanggung jawab pribadi dan kelompok (Quay & Peters, 2008), komunikasi sosial, kerjasama antar peserta, dan kepedulian antar sesama (Gano-overway, 2013). Dalam pelaksanaannya di lapangan, bukan hanya permainan tradisional ‘*Gobak Sodor*’ saja yang menjadi substansi dari permainan, akan tetapi, anak-anak akan diberikan kesempatan sendiri dalam memilih permainan apapun yang mereka inginkan. Kebebasan dalam mengeksplorasi permainan yang ditentukan oleh anak menjadi salah satu stimulus dalam mengajarkan keterampilan sosial anak tersebut (Liu, Karp, & Davis, 2010).

Berdasarkan penjelasan tentang teori-teori dan hasil penelitian yang mendukung permainan tradisional ‘*Gobak Sodor*’, maka, peneliti dan guru pendidikan jasmani sepakat untuk menamakan permainan ini sebagai sebuah “Model Permainan Olahraga Tradisional *Gobak Sodor*”. Pemberian nama ini dilakukan karena, bentuk permainan tradisional ‘*Gobak Sodor*’ telah mengalami modifikasi sesuai dengan teori, tujuan pembelajaran, karakteristik permainan, dan karakteristik anak. Akan tetapi, hasil modifikasi permainan ini, tidak menghilangkan nilai-nilai yang terkandung dan melekat dalam permainan tradisional itu sendiri. Berikut penjelasan bentuk permainan olahraga tradisional ‘*Gobak Sodor*’, dapat dilihat pada Gambar 1. di bawah ini:



Gambar 1. Traditional Sports Games ‘*Gobak Sodor*’
<http://www.blue-la-goan-idn.com/galasin-game-gobak-sodor/>

Peraturan permainan '*Gobak Sodor*': Permainan ini merupakan permainan beregu yang terdiri atas dua tim, dengan jumlah pemain 3-5 orang per tim. Permainan ini sangat sederhana karena inti permainannya hanya menghalangi lawan agar tidak melewati garis-garis lapangan dari garis awal sampai akhir secara bolak-balik, dan kemenangan diraih jika anggota tim secara lengkap bisa melewati hadangan dan melakukan proses bolak-balik dalam area lapangan yang telah ditentukan. Untuk modifikasi permainannya, guru pendidikan jasmani menambahkan beberapa aturan seperti mempersiapkan pertanyaan-pertanyaan sederhana pada saat proses permainan berlangsung yang harus dijawab oleh anak. Tujuannya untuk melatih konsentrasi dan emosi yang positif pada saat anak melakukan permainan (Gagnon, 2016). Reward juga diberikan oleh guru sebagai bentuk kepedulian guru dalam mengembangkan keterampilan sosial anak secara keseluruhan (Bennie, Peralta, Gibbons, & Lubans, 2016). Selanjutnya, anak diberikan kebebasan dalam mengeksplorasi gerakan yang dilakukan, dan guru menjelaskan maksud dari gerakan-gerakan tersebut. Ini bertujuan untuk memberikan pengetahuan tentang berbagai macam gerakan, seperti; gerakan lokomotor, non-lokomotor, dan manipulatif (Lumintuarso, 2013).

Permainan tradisional '*Gobak Sodor*' sering dilakukan di lapangan badminton dengan standar garis-garis yang ada atau bisa membuat sendiri lapangan permainan berbentuk persegi panjang dengan ukuran 9 x 4 m yang dibagi menjadi 6 bagian. Biasanya batas garis lapangan ditandai dengan kapur. Anggota tim yang mendapat giliran untuk menjaga lapangan, mengambil posisi masing-masing, yaitu anggota tim yang menjaga garis batas horisontal dan garis batas vertikal. Bagi anggota tim yang mendapatkan tugas untuk menjaga garis batas horisontal, harus berusaha untuk menghalangi lawan yang juga berusaha untuk melewati garis batas yang sudah ditentukan sebagai garis batas bebas. Bagi anggota tim yang mendapatkan tugas untuk menjaga garis batas vertikal (umumnya hanya satu orang), maka anak ini mempunyai akses untuk keseluruhan garis batas vertikal yang terletak di tengah lapangan.

Peraturan permainannya juga dimodifikasi oleh guru sesuai dengan teori pendidikan olahraga, yang menekankan iklim kompetisi

dalam permainan (Siedentop, 1994; 1998). Ini dilakukan untuk meningkatkan kesungguhan anak dalam permainan, dan diharapkan mampu membentuk tanggungjawab pribadi dan sosial anak, kerjasama tim, komunikasi dalam permainan, dan kepedulian antar sesama. Berdasarkan peraturannya, permainan ini sangat bagus sebagai strategi mengajarkan keterampilan sosial anak (Mercier, 2013), merangsang kinerja keterampilan gerak dasar (Hastie, Valentini, Rudisill, & Chiviawowsky, 2018), dan meningkatkan kemampuan berpikir anak (Ang & Penney, 2013).

Tanggung jawab Pribadi dan Sosial

Salah satu fokus dari permainan olahraga tradisional '*Gobak Sodor*' yang akan diterapkan adalah mampu menjadikan anak-anak memiliki tanggung jawab pribadi dan sosial dalam lingkungannya (Pavão, Santos, Wright, & Gonçalves, 2018). Tanggung jawab pribadi dan sosial dapat dilihat pada saat permainan berlangsung, bagaimana anak bertanggung jawab secara pribadi dengan tugasnya dalam permainan dan bertanggung jawab secara sosial dengan kelompoknya untuk mempertahankan garis batas yang sudah menjadi kewajiban untuk dijaga.

Ketika permainan berlangsung, peneliti mencoba mengganggu konsentrasi salah seorang anak yang sedang bertugas menjaga lawan dengan memberikan pertanyaan-pertanyaan yang bersifat klise, seperti 'apakah tidak letih berdiri terus?' atau 'kenapa kamu serius sekali dalam menjaga daerah permainan?'. Respon anak dari pertanyaan-pertanyaan yang peneliti ajukan menunjukkan bahwa anak tidak terlalu merasakan kelelahan karena anak sudah larut dalam iklim permainan, anak juga merasa memiliki tanggung jawab untuk memperjuangkan timnya dalam mendapatkan kemenangan. Meskipun, anak-anak sedikit kesal karena merasa terganggu konsentrasinya dengan pertanyaan-pertanyaan tersebut, akan tetapi, hasil ini membuktikan bahwa pembentukan iklim permainan yang menantang dapat memberikan anak kepuasan dan kesenangan dalam melakukan permainan (Siedentop, 1998), dan mengajarkan pentingnya tanggungjawab dalam mencapai tujuan bersama/kelompok (Harvey, Kirk, & O'Donovan, 2014).

Setelah permainan usai dan anak-anak mulai istirahat, peneliti kembali melakukan

obrolan dengan beberapa anak-anak. Obrolan ini bertujuan untuk mengetahui respon anak tentang permainan yang sudah dilakukan. Hasil dari respon anak, sebagian besar menggambarkan pengalamannya masing-masing pada saat melakukan permainan dan menunjukkan rasa senang setelah melakukan permainan. Sebagai contoh, anak GI, dengan kepercayaan diri yang tinggi menyatakan bahwa teman-temannya belum ada yang bisa melewati hadangannya ketika dia berada di posisi penjaga. Berdasarkan pengamatan peneliti, anak GI terlihat lebih aktif melakukan gerakan ketika dalam posisi menghadang lawan, seperti gerakan berpindah, berlari, meregangkan lengan, mengayunkan lengan, atau berbagai gerakan tambahan lainnya (Lumintuarso, 2013).

Sebagai bahan evaluasi, peneliti kembali melakukan wawancara dengan guru untuk memperkuat hasil pengamatan proses permainan dan obrolan dengan anak. Tanggapan dari guru CG tentang keefektifan permainan olahraga tradisional '*Gobak Sodor*' dalam membentuk keterampilan sosial anak, sudah dirasa cukup efektif, dikarenakan anak sudah mampu mengikuti permainan dengan perasaan senang dan mampu menunjukkan peran aktif dan tanggungjawabnya dalam bermain dengan teman sebaya. Guru CG juga menambahkan tentang kemampuan anak untuk bergabung/berkontribusi dalam permainan sudah cukup baik, dan tidak memilih-milih teman saat bermain.

Hasil pengamatan pada saat proses permainan, obrolan dengan anak-anak, dan wawancara dengan guru pendidikan jasmani menunjukkan fakta bahwa permainan olahraga tradisional '*Gobak Sodor*' yang telah dipersiapkan, mampu merangsang aktivitas fisik, keterampilan gerak, dan rasa tanggungjawab anak dalam permainan (Harvey et al., 2014; Lumintuarso, 2013; Siedentop, 1998; Suherman et al., 2019; Widodo & Lumintuarso, 2017). Anak-anak merasa senang karena mengetahui permainan olahraga tradisional '*Gobak Sodor*' ini merupakan permainan asli daerahnya, yang merupakan identitas budaya bangsa dengan nilai-nilai moral dan sosial yang terkandung di dalamnya (Jacobs, Knoppers, & Webb, 2013). Permainan ini juga bisa menjadi alternatif kegiatan yang dimainkan anak di waktu luang, dan diharapkan mampu meminimalisasi dampak dari pesatnya perkembangan teknologi yang

mengakibatkan anak-anak lebih memilih memainkan gawai.

Kerja Sama Tim

Dalam sebuah permainan, dibutuhkan kerjasama tim dalam menyusun strategi sebelum permainan dilakukan atau pada saat proses permainan berlangsung (Turner & Martinek, 1999). Pendidikan jasmani sebagai sarana dalam membentuk kerjasama anak melalui permainan dan olahraga, harus memiliki pendekatan pembelajaran yang bertujuan untuk meningkatkan rasa soliditas anak-anak dalam bermain dengan satu timnya. Bentuk utama pembelajaran kerjasama dalam pendidikan jasmani adalah dimana anak-anak diberikan tanggungjawab penuh untuk saling membantu dalam memperoleh keterampilan gerak dan sosial (Williams, 2009). Tujuan dalam melakukan kerjasama dalam permainan adalah membentuk rasa saling membutuhkan dan ketergantungan antar pemain, sehingga melalui kerjasama dalam permainan bisa meningkatkan perilaku sosial yang ditunjukkan oleh anak (Tomme & Wendt, 2015).

Pengamatan dilakukan secara menyeluruh, baik pada saat sebelum permainan, proses permainan, dan sesudah permainan. Sedangkan wawancara dilakukan setelah anak-anak melakukan istirahat dan bersantai di luar lapangan. Hasil pengamatan sebelum permainan dimulai, anak-anak dalam setiap tim melakukan obrolan yang menekankan pada pembagian tugas masing-masing anak dan mendiskusikan strategi/bagaimana cara untuk mendapatkan kemenangan. Sedangkan, pengamatan saat proses permainan berlangsung menggambarkan situasi kekompakan anak-anak dengan sesama timnya, dan setelah permainan selesai, anak-anak juga memberikan respon melalui wawancara yang dilakukan peneliti. Sebagai contoh, pernyataan dari anak NH dan MR menekankan respon berupa keseriusan dalam melakukan permainan, dan selalu menjaga kekompakan tim untuk mencapai kemenangan.

Hasil pengamatan dan wawancara di atas menunjukkan bahwa kerjasama antar anak mampu terbentuk melalui permainan olahraga tradisional '*Gobak Sodor*'. Oleh karena itu, sesuai dengan penjelasan Bukhari, Efendi, & Jama (2019) bahwa proses pembelajaran pendidikan jasmani dengan menggunakan aktivitas bermain/permainan

dapat meningkatkan dan mengembangkan kebugaran fisik, kerjasama, keterampilan, dan sikap kompetitif yang sangat penting sebagai nilai yang harus ditanamkan. Dengan adanya kerjasama maka akan terbentuk tanggungjawab pada setiap anak dalam melakukan tugasnya dengan sebaik mungkin, dan peran guru juga menjadi sangat penting dalam mengembangkan sikap positif anak (Culpan & Stevens, 2017), kerja sama, dan tanggung jawab terhadap dirinya sendiri atau kelompok. Transfer pengetahuan secara verbal maupun tindakan dari guru, akan menentukan perkembangan psikomotor dan sosial anak, karena pada tahap ini anak memasuki tahap operasional konkrit, dimana secara khusus, pemikiran anak menjadi lebih fleksibel karena mampu menggabungkan berbagai pandangan dan mereduksi menjadi pendekatan yang berbeda (Piaget & Inhelder, 1969), serta pada tahap ini (secara fisiologis dan anatomi) anak akan terus tumbuh dan berkembang menuju tingkatan orang dewasa (Jarvis, 2006).

Sebagai bahan refleksi, peneliti juga kembali melakukan wawancara dengan guru untuk memperkuat hasil pengamatan dan wawancara dengan anak. Tanggapan dari guru AS menekankan bahwa sebagian anak sudah baik ketika melakukan permainan, ditunjukkan dengan rasa saling menyemangati kepada teman-temannya. Anak lebih bertoleransi kepada teman bermainnya, dengan bukti saling menolong apabila ada anak/teman yang terjatuh, dan saling berbagi alat dengan teman. Sebagian besar anak juga ikut berperan aktif dalam permainan, ini terjadi karena guru memberikan kebebasan dan kemandirian kepada anak untuk beraktivitas (Nelson et al., 2014), meskipun semua kegiatan masih tetap dalam pengawasan guru.

Komunikasi dalam Permainan

Komunikasi merupakan syarat utama dalam melakukan interaksi sosial antar sesama manusia, baik komunikasi verbal maupun non-verbal. Semua aktivitas gerak dan ekspresi yang dilakukan anak-anak dalam permainan menunjukkan komunikasi yang alami. Secara tidak langsung pendidikan jasmani dapat mempromosikan keterampilan sosial dan menjadikan anak-anak yang lebih komunikatif melalui permainan (Vidoni & Ulman, 2012). Sebagai contoh, pada saat persiapan permainan,

terlihat ekspresi anak yang menunjukkan antusias dan kesenangan sebelum permainan dimulai (Wallhead, Garn, & Vidoni, 2013). Anak-anak begitu responsif mendengarkan penjelasan yang diberikan oleh guru tentang permainan yang dilakukan. Ada anak yang bertanya langsung kepada guru tentang aturan permainannya, ada anak yang menjelaskan kepada temannya bahwa dia sudah melakukan permainan ini di luar lingkungan sekolah, dan ada juga anak yang langsung menawarkan diri menjadi pemain penjaga di lapangan.

Ketika proses permainan berlangsung, komunikasi menjadi salah satu kunci utama untuk memenangkan pertandingan (Varea, 2018). Terjadi komunikasi langsung antar sesama pemain, yang tujuannya untuk meningkatkan rasa percaya diri tim dan menjaga soliditas tim. Kutipan percakapan anak yang diamati peneliti adalah ketika setiap anak saling memotivasi dalam permainan, dan saling mengingatkan untuk terus mempertahankan posisi masing-masing. Komunikasi berupa gerakan juga teramati dalam permainan, sebagai contoh, salah satu anak memberi aba-aba kepada teman sesama timnya hanya dengan ‘gerakan wajah’ yang mengindikasikan arah kanan/kiri, dan anggota timnya sudah mengerti maksud dari gerakan tersebut, yaitu segera berlari ke arah kiri/kanan. Satu gerakan wajah saja sudah cukup bagi teman sesama timnya untuk menyadari bahwa tindakan apa yang harus dilakukan.

Dalam menentukan tahap klimaks dalam permainan, dapat diamati ketika setiap anak terfokus pada permainan atau telah menjadi satu dalam permainan (Beni, Fletcher, & Ní Chróinín, 2017). Tahap ini tercermin dari ekspresi anak yang begitu lepas, seperti tertawa, teriakan, dan bercanda dalam permainan. Sebagai contoh, ketika salah satu tim memenangkan pertandingan, maka tim tersebut akan mengekspresikan kemenangannya dengan teriakan atau tertawa lepas, karena merasa sudah melakukan permainan dengan baik dan mendapatkan kemenangan. Sedangkan, tim yang kalah tidak terlalu kecewa karena sadar tujuan utama dari permainan ini adalah kesenangan dan kegembiraan, selain mencapai tujuan kemenangan.

Teriakan dan tertawa merupakan tanda bahwa semua pemain ikut berkontribusi

dalam tahap klimaks permainan. Dalam tahap ini, banyak ditemukan sikap dan emosi yang diekspresikan dalam permainan (Gagnon, 2016). Ekspresi teriakan dan tertawa dari anggota tim mengindikasikan bahwa emosi yang diekspresikan berdasar pada sifat kompetitif dalam permainan ini, sehingga setiap tim ingin merasakan kemenangan (Penney et al., 2005). Setelah permainan selesai, peneliti memberikan pertanyaan kepada anak-anak tentang perasaan dan emosi yang diekspresikan saat bermain. Sebagai contoh, pertanyaan seperti apa yang dirasakan ketika permainan berlangsung dan ketika timnya meraih kemenangan. Tanggapan dari anak MR menjelaskan bahwa dalam permainan semuanya bersenang-senang, dan merasa tertantang untuk meraih kemenangan. Hasil pengamatan peneliti juga melihat anak-anak merasa lebih lepas dalam berkomunikasi atau melepaskan kata-kata yang ingin diucapkan, baik secara verbal maupun ekspresi dalam bentuk gerakan.

Hasil di atas menunjukkan komunikasi aktif antar sesama pemain, walaupun dalam kondisi permainan sedang berlangsung dan sedang melakukan tugas masing-masing. Anak-anak juga menunjukkan kepedulian untuk tetap saling memotivasi dan mengingatkan, anak-anak lebih menurunkan sikap individualitasnya demi kebaikan kelompok (tim). Interaksi sosial seperti inilah yang diharapkan dalam setiap permainan dan olahraga yang akan dilakukan, anak akan menjadi lebih komunikatif dan peduli terhadap sesama (Wrench & Garrett, 2015), dan memiliki motivasi tinggi dalam mencapai tujuan (Solmon, 2015).

Sebagai bahan refleksi, peneliti juga kembali melakukan wawancara dengan guru untuk memperkuat hasil pengamatan dan wawancara dengan anak. Tanggapan dari guru AS menjelaskan bahwa komunikasi anak-anak di lapangan sudah cukup baik, jarang terjadi perselisihan pendapat antar anak, serta anak juga menunjukkan ekspresi senang dan gembira dalam melakukan permainan. Jawaban yang diberikan guru ini sesuai dengan pengalamannya selama di lapangan dalam mendidik anak-anak, dan sudah relevan dengan hasil pengamatan yang dilakukan oleh peneliti. Permainan yang dirancang dengan baik, akan membentuk interaksi sosial di dalamnya, dan melalui komunikasi, anak-anak akan saling mengerti dan memahami keinginan

antar individu maupun kelompok (Renshaw, Chow, Davids, & Hammond, 2010).

SIMPULAN

Pembentukan keterampilan sosial anak tidak bisa dilakukan dengan instan, butuh waktu dan proses pembelajaran yang berkesinambungan dalam mencapai tujuan tersebut. Seperti yang telah dijelaskan, tujuan dari penelitian ini adalah untuk membentuk keterampilan sosial anak melalui permainan olahraga tradisional '*Gobak Sodor*' yang telah dirumuskan oleh peneliti dan guru pendidikan jasmani. Hasil implementasi model permainan olahraga tradisional '*Gobak Sodor*' terbukti mampu memberikan stimulasi dalam membentuk nilai-nilai karakter, tanggung jawab, komunikasi, kerjasama dan kepedulian dalam permainan. Pemilihan permainan olahraga tradisional '*Gobak Sodor*' ini, menurut peneliti dan guru pendidikan jasmani telah memenuhi syarat secara keseluruhan dalam membentuk keterampilan sosial anak maupun nilai-nilai moral yang terkandung di dalamnya, serta sebagai bentuk dalam mempertahankan identitas budaya lokal dan konstruksi sosial yang telah terbentuk di Daerah Istimewa Yogyakarta.

Penelitian ini juga menggambarkan kebutuhan mendesak dalam pendidikan jasmani saat ini, yang masih berorientasi hanya pada pengembangan keterampilan gerak saja, serta hasil penelitian ini berupaya untuk membantu menjawab stereotip masyarakat yang masih memandang pendidikan jasmani sebagai mata pelajaran tambahan/tidak terlalu penting dalam pengembangan potensi anak secara keseluruhan. Substansi dari hasil penelitian ini dapat dirumuskan bahwa pendidikan jasmani melalui ragam permainan, pengajaran teknik olahraga, maupun permainan tradisional mampu memberikan sumbangan pengetahuan dan keterampilan kepada anak dalam menjalankan kehidupan sosial di masyarakat. Penelitian di masa depan, diharapkan mampu mengidentifikasi dan mengeksplorasi olahraga-olahraga tradisional yang terdapat di daerah masing-masing, sebagai upaya menemukan metode/model terbaik untuk diterapkan dalam pembelajaran pendidikan jasmani sebagai upaya meningkatkan atau membentuk keterampilan gerak dasar, pengetahuan, sikap spiritual, dan sikap/keterampilan sosial anak.

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Johan Irmansyah johanirmansyah.2017 <johanirmansyah.2017@student.uny.ac.id>

[CP] Submission Acknowledgement

1 pesan

Prof. Dr. Burhan Nurgiyantoro <cakrawala@uny.ac.id>
Kepada: Johan Irmansyah <johanirmansyah.2017@student.uny.ac.id>

19 November 2019 pukul 14.02

Dear Johan Irmansyah,

Thank you for submitting the manuscript, "CHILDREN'S SOCIAL SKILLS THROUGH TRADITIONAL SPORT GAMES IN PRIMARY SCHOOLS" to Jurnal Cakrawala Pendidikan. With the online journal management system that we are using, you will be able to track its progress through the editorial process by logging in to the journal web site:

Manuscript URL:

<https://journal.uny.ac.id/index.php/cp/author/submission/28210>

Username: johanirmansyah

If you have any questions, please contact me. Thank you for considering this journal as a venue for your work.

Sincerely,

Prof. Dr. Burhan Nurgiyantoro
Jurnal Cakrawala Pendidikan

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Johan Irmansyah johanirmansyah.2017 <johanirmansyah.2017@student.uny.ac.id>

[CP] Editor Decision: Major Revision

2 pesan

Endah Retnowati, Ph.D <e.retno@uny.ac.id>

17 Januari 2020 pukul 11.54

Kepada: Johan Irmansyah <johanirmansyah.2017@student.uny.ac.id>

Dear Johan Irmansyah,

We have reached a decision regarding your submission to Jurnal Cakrawala Pendidikan, "CHILDREN'S SOCIAL SKILLS THROUGH TRADITIONAL SPORT GAMES IN PRIMARY SCHOOLS".

However we require you to revise your manuscript. Please see notes from the reviewer, and also the comments in the soft-copy of your article. You can download these from your dashboard account.

There are many parts to be revised and must be done accordingly. We will evaluate again the revision results if submitted before 20 February 2020.

On behalf of the editorial board,
Endah Retnowati, Ph.D
Department of Mathematics Education,
Universitas Negeri Yogyakarta
(Scopus ID: 36006825500)
e.retno@uny.ac.id

Reviewer A:

Catatan:

(1) Judul beda dan inovatif, tetapi sebaiknya dirumuskan kembali agar lebih menarik. Mestinya judul dan abstrak ditulis dalam dua bahasa (Inggris dan Indonesia) dan tidak perlu judul-judul seperti alam baang tubuh. Abstrak merangkum substansi semuanya.

(2) Introduction dipertegas lagi dengan adanya kesenjangan dan solusi yang ditawarkan serta diakhiri dengan tujuan (seperti pada abstrak).

(3) Method: urutan penyajian dimulai dari pendekatan, subjek, dan prosedur termasuk instrumen. Jumlah subjek penelitian tampaknya terlalu sedikit: bisa ditambah agar lebih meyakinkan? Mengapa tidak ada kata traditional game pada method seperti pada judul? (juga pada halaman-halaman berikutnya). Method

tidak perlu ditambah teori (rujukan) tentang karakter. Sebaiknya tiap langkah diuraikan secara lebih jelas dan konkret sehingga dapat direplikasi oleh orang lain (terlihat masih lebih teoretis).

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(5) Discussion: tidak ada dan ini merupakan kekurangan serius. Kalau ada tidak bisa digabung dengan hasil; harus dipisahkan (sebaiknya membaca panduan).

(6) Acknowledgment itu letaknya sesudah conclusion bukan sebelumnya (aturan mana ini). Kesimpulan tidak perlu seperti pembahasan; cukup singkat berisi substansi dan pemaknaan temuan.

(7) Daftar pustaka: semua sumber artikel harus ada DOI (URL)-nya. Harus ada rujukan artikel dari jurnal ini (JCP).

Berdasarkan kondisi di atas, artikel ini masih memerlukan revisi serius. Penulis diberi kesempatan untuk merevisi sesuai dengan saran. Saran bersifat mengikat. Hasilnya akan dipertimbangkan kembali.

Reviewer B:

terima kasih atas artikel yang dikirimkan

1. Judul Baik
2. Abstrak-harus disajikan secara benar dan konsisten dengan isi artikel,

Penyusunan abstrak hendaknya disesuaikan dengan yang disyaratkan dari templat jurnal CP,, kata-kata Problem statment, purposes, methods, result and discussion tidak perlu ditulis. harus ada abstrak berbahasa Indonesia

3. Pendahuluan, hendaknya menganalisis kondisi idealnya, fokus masalah yang akan menjadi pijakan dicarikan alternatif solusi, dan urgensinya dalam penyelesaian masalah.

Di pendahuluan ini Belum ditemukan urgensi fokus masalah yang menjadi

landasan urgensi social skills di analisis. Perlu adanya analisis lebih tajam dikembangkan sport games untuk mengembangkan social skills

4. Metode harusnya bersifat operasional sesuai dengan kondisi saat pengumpulan data, mulai kegiatan menyusun rancangan, pengumpulan data, langkah-langkah pengolahan data, menganalisis data.

metode pada Artikel ini masih sebagian besar bersifat teoritis., metode maksimal 10-15% dari keseluruhan isi

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sajian Data penelitian hendaknya disajikan secara naratif, dan komunikatif sesuai dengan aturan penyusunan artikel, bukan data mentah, dari lapangan.

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Dalam templet sudah dijelaskan pembahasan dilakukan secara terpisah dari data hasil penelitian, Pembahasan dilakukan dengan memberikan pemaknaan data atau informasi berdasarkan hasil penelitian sebelumnya atau teori yang relevan. Tidak hanya menempelkan teori atau artikel jurnal semata

6. Kesimpulan memberikan penekanan pada makna capaian tujuan penelitian tidak hanya ringkasan ringkasan ini terlalu panjang. Dan tidak ada saran

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Johan Irmansyah johanirmansyah.2017 <johanirmansyah.2017@student.uny.ac.id>

Kepada: "Endah Retnowati, Ph.D" <e.retno@uny.ac.id>

Selamat malam.

Mohon maaf, izin bertanya.

Apakah boleh sya melakukan revisi artikelnya menggunakan bhs indonesia dulu? Terima kasih.

Pada tanggal Jum, 17 Jan 2020 10.56, Endah Retnowati, Ph.D <e.retno@uny.ac.id> menulis:

Dear Johan Irmansyah,

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CHILDREN'S SOCIAL SKILLS THROUGH TRADITIONAL SPORT GAMES IN PRIMARY SCHOOLS

Johan Irmansyah ^{1*}, Pamuji Sukoco ², Ria Lumintuarso ³

¹ Education Science Program: Concentration of Sports Science, Graduate School Program, Yogyakarta State University, INDONESIA

^{2,3} Faculty of Sports Science, Yogyakarta State University, INDONESIA

johanirmansyah.2017@student.uny.ac.id

Abstract

Problem Statement: The perspective of public regarding the ineffectiveness of physical education in building children's character, and also the physical education which is still considered as only a playing activity without having significant effect to the development of children's social skill. **Purpose:** This research aims to create social skill of children through the sport game provided by physical education teachers which covers comprehensive playing activities. **Methods:** The method used in this research was a qualitative design, by doing some observations and unstructured interviews to teachers and students. **Results and Discussions:**

The format of the game used in this research was the modification of traditional game called 'Gobak Sodor'. The result of observation and interview shows that the traditional game 'Gobak Sodor' can create social skills of children, such as: 1) personal and social responsibility, 2) teamwork in the game, and 3) communication in the game and the care of each other.

Conclusion: The social skills of children can not be created instantly, it requires time and continuous learning process in achieving that goal. One of the approach which can be used in forming children's social skills is traditional game model 'Gobak Sodor' and group game.

Key Words: children's, social skills, traditional sports games, physical education

CHILDREN'S SOCIAL SKILLS THROUGH TRADITIONAL SPORT GAMES IN PRIMARY SCHOOLS (Bahasa Indonesia)

Abstrak:

INTRODUCTION

Commented [HE1]: Tuisikan dengan kata lain.

Education is actually a process of early character forming. By the good education process, student is expected to be truly human which has intellectual integrity, character, and physical health. Recently, education is considered as only intellectual former, otherwise the human's living is not only intellectuality, but also various aspects of human's living, such as: arts, culture, sport, technology, music, social life, and others.

Moral education or character of children which will be formed through the sport game is the the duty and function of teachers in composing learning strategy and then conditioning the environment to make students possessing social skills with friends, teachers, and environments. Physical education in the management of early childhood education is always supported by the emphasis of games (Petrie & Clarkin-Phillips, 2018). It is seen as the basic of the development of children (motor skills, cognitive education, social function, and emotional development). Game can reinforce the development of social skill of children (Varea, 2018), but, sometimes adults neglect the importance of games for children and it tends to hinder the opportunity of children to play. Meanwhile, there are still many perspectives of public about the ineffectiveness of physical education in creating characters of children, physical education is still considered as playing activity without having any effects to the development of intellectuality and character of children. Research from (Dyson, Cowan, Gordon, Powell, & Shulruf, 2018) show globally that there are many discussions and rhetorics regarding the condition of physical education in the level of elementary school, there are lacks of proof about the effect of policy, and also the perception of teachers about physical education (Fyall, 2017) which is qualified in each practice.

This global worry is relevant with the practical condition of physical education in Indonesia. Physical education in Indonesia has lost its identity as a value and it is considered to have no entity in the development of national education. Physical education is often considered only as additional subject in school and not too important rather than other subjects. Therefore, the profession of physical education should be focused on its development whether locally, nationally, or internationally, to concentrate at the perspective development of strategic and long-term agenda which aims to unite all stakeholders in a vision to the future of physical education (Carse, Jess, & Keay, 2018).

In Indonesia itself, it has been done some revisions of curriculum 2013 to improve the quality of national education. Curriculum 2013 is designed with the characteristics to develop the balance between spiritual attitude, and social construction (Laker, 2002), curiosity, creativity, teamwork with intellectual and psychomotoric skill. It means that, it requires blances in developing physical competence and intelligence children's (Folsom, 2009). Physical

Commented [HE2]: Curriculum

education is a solution in improving the quality of Indonesia's human resources which is aimed to the improvement of physical and mental health of people, the developing of character, discipline and sportsmanship and also the development of achievement in sports which can raise national pride. Actually, curriculum of physical education which has high quality can possibly make students enjoy all kinds of physical activity (Kirk, 2010). They develop all skills and abilities to use tactics, strategies, and composition of idea for the achievement.

Physical education is a learning place: an opportunity to learn new game, sport technique, and do activities (Parker, MacPhail, O'Sullivan, Chroinn, & McEvoy, 2018). Children see that "by doing" physical education in school is about to learn to be physically active. Besides the fact that children understand the efforts of teacher and trainer as an opportunity to learn how to run, jump, and throw well, this opportunity is often seen as a boring thing when it is conducted repeatedly.

So that, teaching strategy implemented by physical education teachers through the sport game should be conducted optimally and efficiently to form social skill of children. Teaching model which is considered as a best model to promote values, characters, responsibilities, and life skills in physical education and other managements of physical activity are the model of teaching personal and social responsibility (Poza, Grao-Cruces, & Perez-Ordas, 2018). Sport game basically becomes learning strategy that should be formed as the needs of children and education's purpose, because according to (Kumar, 2017) sport is a right place to learn how to set the goal and how to reach it. Life runs well when someone has purpose and goal, everyone has the goal in life. When they do not have purpose, they will not have game.

~~MATERIALS AND~~ METHODS

Focus in this paper is in the strategy of teaching by teacher through the sport game model and students' response to that game model. Observation and interview are conducted to physical education teachers and students who become the participant of the research.

Commented [HE3]: traditional

Participant and Setting

Participant in this research was two physical education teachers (one female teacher and one male teacher and eight students (four female students and four male students). The selection of participants was based on the observation conducted by researchers before the research, eight students as the participant had activeness in joining the game given by teachers. The research was conducted in one of private schools in special region of Yogyakarta, Indonesia. The elementary school in this research was a model of school which emphasized

spirituality values, moral, and intellectuality without ignoring the freedom of children in the game. Because this school believed that students had growth and maximum development and it was given freedom in exploring themselves through the game, this thing is relevant with the theory (Bompa & Haff, 2009) about the development of children's multilateral.

This research was conducted as the procedure in graduate school program of Yogyakarta State University where the researcher study. The covering letter which is published by faculty is directly given to the school. After communicating and explaining the purpose of activity, headmaster gave permission in the form of approval letter to conduct a research. Furthermore, in the early stage, intensive communication should be done with two teachers of physical education to explain the purpose and sport game model that will be implemented for children. The observation and interview were conducted for two months with two meetings each week. The time allocated to do sport game was 30-35 minutes.

Design

This research used qualitative design, (Creswell, 2009) explain that qualitative research is a method in understanding and exploring the meaning of individual or group with an assumption that every problem is based on social problems and humanities. Furthermore, (Denzin & Lincoln, 2000) show a qualitative research emphasizes the process and meaning, the characteristic of reality which is socially built, the strong relationship between researcher and the research subject, and the pressure of situation which form the investigation.

The approach in this research used a study case approach (Creswell, 2009) which is a research strategy to carefully investigate a program, process, occurrence, activity, or a group of individual, and also interesting things for researcher (Gall, Gall, & Borg, 2003). In the study case approach, researcher completely collect information based on the time and activity.

Data Collection

A qualitative data collection should be appropriate with the approved procedure. Five steps of qualitative research are: 1) identifying participants to understand the main phenomenon, 2) getting access and permission to individual or group, 3) considering the kind of information that is used, 4) designing the instrument to collect the data and record the information, and 5) managing the data collection by focus on the main problem that appears (Creswell, Educational research : planning, conducting, and evaluating quantitative and qualitative research, 2012). The procedures of data collection used in qualitative research are observation and unstructured interview.

Commented [HE4]: ambil Creswell tahun mutakhir)

Data analysis

The data analysis in this research used the whole data which had been collected from the observation and interview. In the qualitative data analysis, the key is to ensure that the analysis conducted is appropriate to achieve the purpose of the research (Gratton & Jones, 2004).

~~According to~~ (Creswell, Educational research : planning, conducting, and evaluating quantitative and qualitative research, 2012) explains the steps of qualitative data analysis which is used in the research, as shown in the Figure 1.

Commented [HE5]: Jangan memakai "according tto", ganti kata

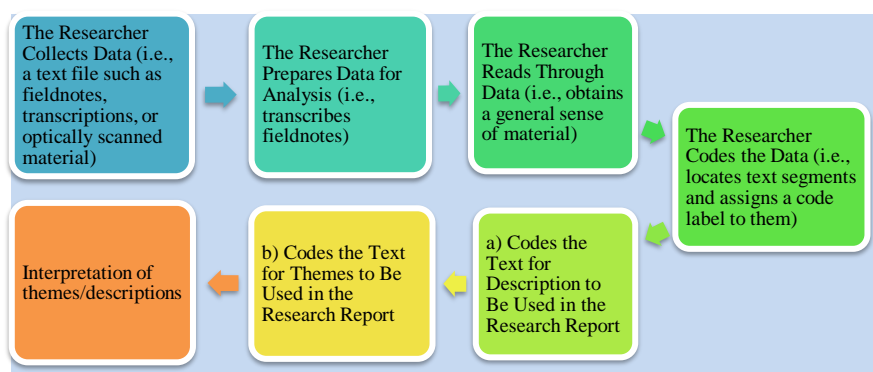


Figure 1. The Qualitative Process of Data Analysis

RESULTS AND DISCUSSION

Result

Sport Game Model

Commented [HE6]: Traditional atau...?

In the early stage of observation to the physical education teachers, researcher conducted a conversation regarding game model in purpose to form children's social skill. Some conversations conducted with teachers as follow:

Researcher: What kind of game which is good to build children's social skill?

P.E Teacher (initial AS): It depends on the social skill which will be improved. For the kind of game, I usually choose a kind of game which is conducted in group to improve teamwork among them, respect each other, honest, discipline for the improving of children's social skill.

Researcher: How often you give game to improve children's social skill?

P.E Teacher (initial AS): Almost every learning process I use that method.

Researcher: Is the time given already enough to improve children's social skill?

P.E Teacher (initial AS): it is not already optimal, but with the limitedness I try to give lesson materials which are directed to the children's social skill.

Researcher: Oooh...if so, how about to try a traditional game originally from Indonesia to build children's social skill?

P.E Teacher (initial AS): What kind of game? There are many kinds of traditional game provided.

Researcher: '*Gobak Sodor*', but we will give modification in the rules, and give choices to the children to choose their game to avoid boringness?

P.E Teacher (initial AS): '*Gobak Sodor*'.... Mmmm it's interesting, I used to play that game when I was a child, and it is really interesting game. It reminds me to the old time, when there is no advanced technology like now, we freely play outside the house.

The highlight of interview with teacher above shows that grouped game can build children's social skill, and game model in this research will use traditional game which is adapted from the research (Widodo & Lumintuarso, 2017) that is a modification of traditional game '*Gobak Sodor*'. Traditional game is an activity conducted appropriately with the culture and habit of people in a place without any pressure or compulsion (Tsangaridou, Zachopoulou, Liukkonen, Gråstén, & Kokkonen, 2014). The rules of game is approved by all participants, and teacher only give instruction not order.

The selection of traditional game according to researchers and physical education teachers had fulfilled the requirements in creating social skills of children (McHugh, 2015) or moral values of children which are contained in the game (Johnson, 2014), and also as a form to maintain the identity of local cultures and social construction (Hay & Macdonald, 2014) which had been formed in Special Region of Yogyakarta. The traditional game '*Gobak Sodor*' is expected to be able to form social skill or social response of children (Severinsen, 2014), such as: personal and group responsibility (Quay & Peters, 2008), social communication, teamwork among participants, and the care to each (Gano-Overway, 2014). In its implementation on the field, not only traditional game '*Gobak Sodor*' which becomes substance of the game, but children also will be given their own opportunity in selecting any kind of game they want. The freedom in exploring the game which is decided by students becomes one stimulant in teaching social skills of those children (Liu, Karp, & Davis, 2010).

The explanation of traditional game '*Gobak Sodor*' can be seen in the Figure 2 below:



Figure 2. Traditional Sports Games '*Gobak Sodor*' (<http://www.blue-la-goona-idn.com/galasin-game-gobak-sodor/>)

The rules of traditional game '*Gobak Sodor*': this game is a kind of grouped game which consists of two team, with 3-5 players each team. This game is very simple because the point of this game is only to avoid enemies to cross the line from the early line into last line back and forth, and a team will win the game if each member of the team completely across the line in the field. For the modification of the game, physical education teachers put some additional rules such as preparing simple questions that should be answered by students while the game. It aims to train concentration and positive social emotion of students when they play the game (Gagnon, 2016). Reward and punishment are also given by teachers as a form of teacher's care in developing the whole skills of student (Bennie, Peralta, Gibbons, Lubans, & Rosenkranz, 2016).

The traditional game '*Gobak Sodor*' is frequently conducted in the badminton field with the provided standard lines or players can make 9 x 4 m game field in the yard which is divided into six parts. Usually, the border of the lines of the field is marked by chalk. The members of each team have the chance to keep the area of the game safe and they are divided into two group: the group who guards the horizontal line border and the group who guards the vertical line border. For each member of team who guards the horizontal line border, so they will try to obstruct the enemy who tries to pass the line of the game. For the member of team who guards the vertical line border (usually one person), so he has access to the whole vertical line border area which is located in the middle of the field (https://id.wikipedia.org/wiki/Galah_asin).

Based on the rules, this game is excellent as a strategy to teach social skills to students (Mercier, 2013), mainly about personal and group responsibility, communication, and teamwork. Besides that, this game also can stimulate the performance of basic movement skill

of students (Hastie, Valentini, Rudisill, & Chiviacowsky, 2018) and students' thinking skill (Ang & Penney, 2013).

Responsibility

One of the focuses which will be conducted is to make students to be able to have personal and social responsibility in their environment (Pavão, Santos, Wright, & Gonçalves, 2018). Personal and social responsibility can be seen directly in the game, how students are personally responsible with their group to their duty to maintain the border line.

While the game, I try to disturb the concentration of a student who are guarding his area with some unimportant questions, some of the questions as follow:

Researcher: Are you tired?

Student (Initial MR): No...(answering shortly)

Researcher: Just have a seat.

Student (Initial MR): No, I can't allow my enemies pass the line.

Researcher: Why if they pass the line?

Student (Initial MR): My team will lose.

The questions above show the seriousness of students in joining the game, students feel that they have responsibility to win the game, students are annoyed when I disturb their concentration with some unimportant questions. After the game finished and students take a rest, I have some conversations again with some students:

Researcher: How's the game? Fun?

Student (Initial GI): Good, Sir, they can't go through me.

Student (Initial Yz): Tired ... (while drinking ice tea)

Student (Initial FR): I can't be caught, sir.

Researcher: Why are you difficult to be passed? (Asking to GI)

Student (Initial GI): I am a very quick guardian, sir. I can move from right to the left continuously.

Student (Initial FR): I can go through you, remember? (Answering GI's question)

Student (Initial GI): I guard two people, so you can pass.

Researcher: How if we make another game later? Any idea?

Student (GI and FR): How about football?

Student (initial Yz): No, it's only for boys.

Students indirectly implement their responsibility in the game, students try to win the game and maintain their own duty as well as they can to impede enemies crossing their border line. As an evaluation, I also ask some questions to teacher as follow:

Researcher: Is the form given effective in creating students' social skill especially students' responsibility in the game?

Teacher (initial AS): It is effective enough, because students can follow the game with pleasure and able to show active role and responsibility when playing with their friends.

Researcher: How does students' skill in joining the game?

P.E Teacher (initial AS): The skill of students to join the game is good enough, they don't choose friends when playing.

The result of observation in the game and the interview to students and teacher shows the fact that traditional game '*Gobak Sodor*' which is already prepared, can stimulate physical activity and students' responsibility in the game. Students are delightful to know that this traditional game is the native game of their region. The advanced development of technology causes students prefer to choose the game in their gadget rather than play traditional game, they do not know that their region has many kinds of traditional game as the identity of national culture which contains moral and social values (Jacobs, Knoppers, & Webb, 2013).

Teamwork

A game requires teamwork in arranging strategy before the game or while in the game. Physical education as a way to build students' teamwork through sports, it should possess learning approach which aims to improve solidity among students when the play with their team. The main form of teamwork learning in physical education is the giving of full responsibility for students to help each other in achieving physical and social skill (Williams, 2009). The purpose to do teamwork in a game is to create the care to each other and the dependence among players can be realized through the teamwork in the game which can elevate social skills showed by students (Tomme & Wendt, 2015).

The observation was overall conducted whether before the game, in the process of the game, and after the game. Whereas, the interview was conducted after the students took a rest outside the field. The highlight of the interview related to the students' skill in doing teamwork in a game, as follow:

Researcher: Congratulation for your victory. Why you can win the game?

Student (initial FR): Because we make a good team, sir. So we can win the game. (While smiling)

Student (Initial NH): Thank you, sir.

Student (Initial MR): we are serious when playing, sir. There is no one can pass if my turn to guard the border line.

Student (Initial Pr): Yes sir. Teacher had said that, if we want to win the game, we should be solid and should make good strategy before play.

The highlight of interview above shows that one of the ways in winning the game is by doing good teamwork among players. By the teamwork, it will be formed responsibility for the students in doing their duty in the game as well as possible. The role of teacher becomes very important in developing students' positive attitude (Culpan & Stevens, 2017), teamwork, and responsibility to themselves or to the group. The verbal knowledge transfer or teachers' action will decide the psychomotoric and social development of students, because in this stage students enter the concrete operational stage, especially, the thought of students becoming more flexible because it can combine various perspectives and reduce it into the different approach (Piaget & Inhelder, 1969), along that in this stage (physiologically and anatomically) students will be developed into adult (Bolton & Hattie, 2017).

The observation conducted before the game and while the game shows that the game activity runs well. Students can show adequate responses when they play, they can tolerate their friends, and students can maintain the role when they play. This thing is also reinforced by the interview with the teacher as follows:

Researcher: According to you, are students able to show adequate responses to their friends?

P.E Teacher (Initial AS): The response of students is good when they play, it is showed by the spirit to motivate each other.

Researcher: Do students show the tolerance among their playmates?

P.E Teacher (Initial AS): According to me, it is already shown by them. It is proved by the fact that students will help each other if there are students who fall and they share the tools to each other.

Researcher: What about the skill of students in maintaining the role when playing with their playmates?

P.E Teacher (Initial AS): The role of students to play well makes me try to give freedom to them to do the activity even though it is still under my supervision.

Communication

Communication is the main requirement in doing social interaction among people, whether verbal or non-verbal communication. All movement activities and expressions conducted by students in the game show the natural kind of communication. Indirectly physical education can promote social skill and makes students becoming more communicative through the game (Vidoni & Ulman, 2012). As the example, when the preparation of the game, it is seen that the expression of students which shows enthusiasm and pleasure before the game starts (Wallhead, Garn, & Vidoni, 2013). Students are very responsive to listen the explanation given by teacher about the rules of the game. There are some students who directly ask to the teacher about the rules of the game, there are students who explain to their friends that they had done the game before in the school environment, and there are some students who directly offer themselves to be the guardian of the border line in the field.

While in the process of the game, communication becomes one of main keys to win the game (Varea, 2018). There are direct communications among players in the field which aim to improve the team's confidence and maintain the team's solidity. The highlight of conversation of students when the process of the game as follows:

Student (Initial GI): Come on...guard the area carefully, I guard all areas in the middle.

Student (Initial IP): Yes, I am guarding.

Student (Initial MR): You are in the middle, but many enemies can pass you. Let's change position (Answering to GI)

Student (Initial GI): It is just two (answering to MR)

Student (Initial Vr): Let's just play, we will change position later.

Student (Initial IP): Right, stop talking, just guard carefully (adding to Vr)

The highlight of conversation above shows the active communication among players, even while in the game and doing their own duty. In the conversation above, there are cares to keep giving motivation and remind each other, students ignore their individuality for the team's goodness. This kind of social interaction is expected in every kind of game and sport, students will be more communicative, care to each other (Wrench & Garrett, 2015), and pose high motivation in achieving something (Solmon, 2015). This statement is reinforced by the interview with physical education teacher as follow:

Researcher: What about the attitude of students especially when they play with their playmates?

P.E Teacher (initial AS): Students prefer the game which directs to competition and teamwork because students seem to be able to motivate each other in a teamwork.

Researcher: How about the skill of students in communicating at the field?

P.E Teacher (initial AS): Communication in the field is good enough, there is no crash among students.

Researcher: How does the attitude of students when there is a conflict among playmates?

P.E Teacher (initial AS): If there is conflict, student will try to separate the students who get involved in the conflict. If it is difficult to be solved by themselves, students will directly report to their teacher.

The result of interview with physical education teacher shows that the answer given by teachers is appropriate with the experiences they have, it is relevant with the observation result conducted by the researcher. The game which is well designed will form social interaction and through the communication students will understand each other as personal or group.

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CONCLUSION

The forming of children's social skill cannot be done instantly, it requires time and continuous learning process in achieving the goal. As explained before, this research aims to build students' social skill through the sport game provided by physical education teacher which covers comprehensive playing activity. That sport game is expected to be able to give stimulation in building character values, responsibilities, communications, and teamworks in the game. The form of the game used in this research is the modification of traditional game 'Gobak Sodor'. The choosing of this traditional game, according to researchers and teacher has fulfilled the whole requirements in building social skill or moral value of students, and also as the form in maintaining the identity of local culture and social construction which are already formed in Special Region of Yogyakarta. The traditional game 'Gobak Sodor' is expected to be able to create social skill or social response of students, such as: personal and group responsibility, teamwork, communication, and the care to each other.

Based on the result of observation and interview conducted by the researcher, it shows that traditional game 'Gobak Sodor' can build students' social skill, such as: 1) personal and social responsibility can be seen in the game, how students are personally responsible to their duty in the game and socially responsible to their group to defend the border line, 2) In a game, it requires teamwork to arrange the strategy before the game or while the game. Before and while the game show the game activity which runs well. Students are able to show the appropriate response when they play, and also they can maintain their role when play, and 3) Communication is the main requirement in doing social interaction among people, whether verbal or non-verbal communication. In the game, students show active communication among players. Even though they are playing and doing their own duty, but they still show the care to motivate and remind each other, students ignore their individuality for the team's goodness.

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CHILDREN'S SOCIAL SKILLS THROUGH TRADITIONAL SPORT GAMES IN PRIMARY SCHOOLS

Johan Irmansyah ^{1*}, Pamuji Sukoco ², Ria Lumintuarso ³

¹ Education Science Program: Concentration of Sports Science, Graduate School Program, Yogyakarta State University, INDONESIA

^{2,3} Faculty of Sports Science, Yogyakarta State University, INDONESIA

johanirmansyah.2017@student.uny.ac.id

Abstract

Problem Statement: The perspective of public regarding the ineffectiveness of physical education in building children's character, and also the physical education which is still considered as only a playing activity without having significant effect to the development of children's social skill. **Purpose:** This research aims to create social skill of children through the sport game provided by physical education teachers which covers comprehensive playing activities. **Methods:** The method used in this research was a qualitative design, by doing some observations and unstructured interviews to teachers and students. **Results and Discussions:** The format of the game used in this research was the modification of traditional game called 'Gobak Sodor'. The result of observation and interview shows that the traditional game 'Gobak Sodor' can create social skills of children, such as: 1) personal and social responsibility, 2) teamwork in the game, and 3) communication in the game and the care of each other. **Conclusions:** The social skills of children can not be created instantly, it requires time and continuous learning process in achieving that goal. One of the approach which can be used in forming children's social skills is traditional game model 'Gobak Sodor' and group game.

Key Words: children's, social skills, traditional sports games, physical education

INTRODUCTION

Education is actually a process of early character forming. By the good education process, student is expected to be truly human which has intellectual integrity, character, and physical health. Recently, education is considered as only intellectual former, otherwise the human's living is not only intellectuality, but also various aspects of human's living, such as: arts, culture, sport, technology, music, social life, and others.

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Moral education or character of children which will be formed through the sport game is the the duty and function of teachers in composing learning strategy and then conditioning the environment to make students possessing social skills with friends, teachers, and environments. Physical education in the management of early childhood education is always supported by the emphasis of games (Petrie & Clarkin-Phillips, 2018). It is seen as the basic of the development of children (motor skills, cognitive education, social function, and emotional development). Game can reinforce the development of social skill of children (Varea, 2018), but, sometimes adults neglect the importance of games for children and it tends to hinder the opportunity of children to play. Meanwhile, there are still many perspectives of public about the ineffectiveness of physical education in creating characters of children, physical education is still considered as playing activity without having any effects to the development of intellectuality and character of children. Research from (Dyson, Cowan, Gordon, Powell, & Shulruf, 2018) show globally that there are many discussions and rhetorics regarding the condition of physical education in the level of elementary school, there are lacks of proof about the effect of policy, and also the perception of teachers about physical education (Fyall, 2017) which is qualified in each practice.

This global worry is relevant with the practical condition of physical education in Indonesia. Physical education in Indonesia has lost its identity as a value and it is considered to have no entity in the development of national education. Physical education is often considered only as additional subject in school and not too important rather than other subjects. Therefore, the profession of physical education should be focused on its development whether locally, nationally, or internationally, to concentrate at the perspective development of strategic and long-term agenda which aims to unite all stakeholders in a vision to the future of physical education (Carse, Jess, & Keay, 2018).

In Indonesia itself, it has been done some revisions of curriculum 2013 to improve the quality of national education. Curriculum 2013 is designed with the characteristics to develop the balance between spiritual attitude, and social construction (Laker, 2002), curiosity, creativity, teamwork with intellectual and psychomotoric skill. It means that, it requires blances in developing physical competence and intelligence children's (Folsom, 2009). Physical education is a solution in improving the quality of Indonesia's human resources which is aimed to the improvement of physical and mental health of people, the developing of character, discipline and sportsmanship and also the development of achievement in sports which can raise national pride. Actually, curriculum of pyshical education which has high quality can

possibly make students enjoy all kinds of physical activity (Kirk, 2010). They develop all skills and abilities to use tactics, strategies, and composition of idea for the achievement.

Physical education is a learning place: an opportunity to learn new game, sport technique, and do activities (Parker, MacPhail, O'Sullivan, Chroinn, & McEvoy, 2018). Children see that "by doing" physical education in school is about to learn to be physically active. Besides the fact that children understand the efforts of teacher and trainer as an opportunity to learn how to run, jump, and throw well, this opportunity is often seen as a boring thing when it is conducted repeatedly.

So that, teaching strategy implemented by physical education teachers through the sport game should be conducted optimally and efficiently to form social skill of children. Teaching model which is considered as a best model to promote values, characters, responsibilities, and life skills in physical education and other managements of physical activity are the model of teaching personal and social responsibility (Pozo, Grao-Cruces, & Perez-Ordas, 2018). Sport game basically becomes learning strategy that should be formed as the needs of children and education's purpose, because according to (Kumar, 2017) sport is a right place to learn how to set the goal and how to reach it. Life runs well when someone has purpose and goal, everyone has the goal in life. When they do not have purpose, they will not have game.

MATERIALS AND METHODS

Focus in this paper is in the strategy of teaching by teacher through the sport game model and students' response to that game model. Observation and interview are conducted to physical education teachers and students who become the participant of the research.

Participant and Setting

Participant in this research was two physical education teachers (one female teacher and one male teacher and eight students (four female students and four male students). The selection of participants was based on the observation conducted by researchers before the research, eight students as the participant had activeness in joining the game given by teachers. The research was conducted in one of private schools in special region of Yogyakarta, Indonesia. The elementary school in this research was a model of school which emphasized spirituality values, moral, and intellectuality without ignoring the freedom of children in the game. Because this school believed that students had growth and maximum development and it was given freedom in exploring themselves through the game, this thing is relevant with the theory (Bompa & Haff, 2009) about the development of children's multilateral.

Commented [F5]: Dalam penulisan, kata so that ,, tidak lazim di awal kalimat... harus ada kejelasan konsep sport game itu sebagai model pembelajaran atau strategi pembelajaran,, harus konsisten... coba perhatikan pendahuluan bobot 20% dari seluruh isi tulisan

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This research was conducted as the procedure in graduate school program of Yogyakarta State University where the researcher study. The covering letter which is published by faculty is indirectly given to the school. After communicating and explaining the purpose of activity, headmaster gave permission in the form of approval letter to conduct a research. Furthermore, in the early stage, intensive communication should be done with two teachers of physical education to explain the purpose and sport game model that will be implemented for children. The observation and interview were conducted for two months with two meetings each week. The time allocated to do sport game was 30-35 minutes.

Design

This research used qualitative design, (Creswell, 2009) explain that qualitative research is a method in understanding and exploring the meaning of individual or group with an assumption that every problem is based on social problems and humanities. Furthermore, (Denzin & Lincoln, 2000) show a qualitative research emphasizes the process and meaning, the characteristic of reality which is socially built, the strong relationship between researcher and the research subject, and the pressure of situation which form the investigation.

The approach in this research used a study case approach (Creswell, 2009) which is a research strategy to carefully investigate a program, process, occurrence, activity, or a group of individual, and also interesting things for researcher (Gall, Gall, & Borg, 2003). In the study case approach, researcher completely collect information based on the time and activity.

Data Collection

A qualitative data collection should be appropriate with the approved procedure. Five steps of qualitative research are: 1) identifying participants to understand the main phenomenon, 2) getting access and permission to individual or group, 3) considering the kind of information that is used, 4) designing the instrument to collect the data and record the information, and 5) managing the data collection by focus on the main problem that appears (Creswell, Educational research : planning, conducting, and evaluating quantitative and qualitative research, 2012). The procedures of data collection used in qualitative research are observation and unstructured interview.

Data analysis

The data analysis in this research used the whole data which had been collected from the observation and interview. In the qualitative data analysis, the key is to ensure that the analysis

conducted is appropriate to achieve the purpose of the research (Gratton & Jones, 2004). According to (Creswell, Educational research : planning, conducting, and evaluating quantitative and qualitative research, 2012) explains the steps of qualitative data analysis which is used in the research, as shown in the Figure 1.

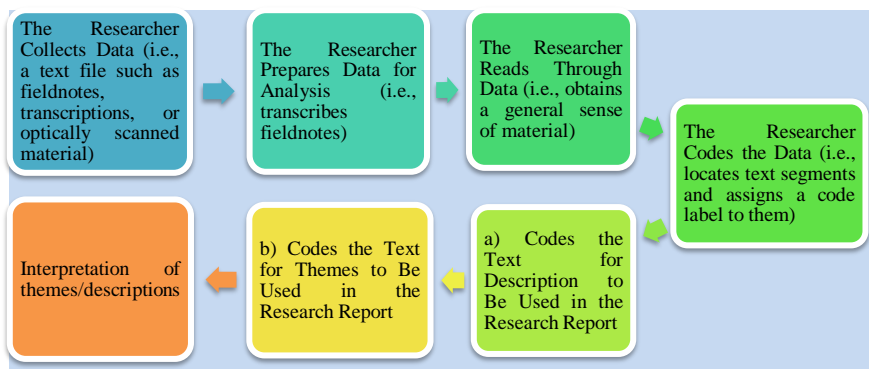


Figure 1. The Qualitative Process of Data Analysis

RESULTS AND DISCUSSION

Sport Game Model

In the early stage of observation to the physical education teachers, researcher conducted a conversation regarding game model in purpose to form children's social skill. Some conversations conducted with teachers as follow:

Researcher: What kind of game which is good to build children's social skill?

P.E Teacher (initial AS): It depends on the social skill which will be improved. For the kind of game, I usually choose a kind of game which is conducted in group to improve teamwork among them, respect each other, honest, discipline for the improving of children's social skill.

Researcher: How often you give game to improve children's social skill?

P.E Teacher (initial AS): Almost every learning process I use that method.

Researcher: Is the time given already enough to improve children's social skill?

P.E Teacher (initial AS): it is not already optimal, but with the limitedness I try to give lesson materials which are directed to the children's social skill.

Researcher: Oooh...if so, how about to try a traditional game originally from Indonesia to build children's social skill?

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Data yang disajikan masih bersifat percakapan langsung, dan belum disusun secara komunikatif sebagai bahasa atau kalimat publikatif..

Dalam templet sudah dijelaskan pembahasan dilakukan secara terpisah dari data hasil penelitian, Pembahasan dilakukan dengan memberikan pemaknaan data atau informasi berasarkan hasil penelitian sebelumnya atau teori yang relevan. Tidak hanya menempatkan teori atau artikel jurnal semata

P.E Teacher (initial AS): What kind of game? There are many kinds of traditional game provided.

Researcher: ‘*Gobak Sodor*’, but we will give modification in the rules, and give choices to the children to choose their game to avoid boringness?

P.E Teacher (initial AS): ‘*Gobak Sodor*’.... Mmmm it’s interesting, I used to play that game when I was a child, and it is really interesting game. It reminds me to the old time, when there is no advanced technologylike now, we freely play outside the house.

The highlight of interview with teacher above shows that grouped game can build children’s social skill, and game model in this research will use traditional game which is adapted from the research (Widodo & Lumintuarso, 2017) that is a modification of traditional game ‘*Gobak Sodor*’. Traditional game is an activity conducted appropriately with the culture and habit of people in a place without any pressure or compulsion (Tsangaridou, Zachopoulou, Liukkonen, Gråstén, & Kokkonen, 2014). The rules of game is approved by all participants, and teacher only give instruction not order.

The selection of traditional game according to researchers and physical education teachers had fulfilled the requirements in creating social skills of children (McHugh, 2015) or moral values of children which are contained in the game (Johnson, 2014), and also as a form to maintain the identity of local cultures and social construction (Hay & Macdonald, 2014) which had been formed in Special Region of Yogyakarta. The traditional game ‘*Gobak Sodor*’ is expected to be able to form social skill or social response of children (Severinsen, 2014), such as: personal and group responsibility (Quay & Peters, 2008), social communication, teamwork among participants, and the care to each (Gano-Overway, 2014). In its implementation on the field, not only traditional game ‘*Gobak Sodor*’ which becomes substance of the game, but children also will be given their own opportunity in selecting any kind of game they want. The freedom in exploring the game which is decided by students becomes one stimulant in teaching social skills of those children (Liu, Karp, & Davis, 2010).

The explanation of traditional game ‘*Gobak Sodor*’ can be seen in the Figure 2 below:



Figure 2. Traditional Sports Games ‘*Gobak Sodor*’ (<http://www.blue-la-goon-idn.com/galasin-game-gobak-sodor/>)

The rules of traditional game ‘*Gobak Sodor*’: this game is a kind of grouped game which consists of two team, with 3-5 players each team. This game is very simple because the point of this game is only to avoid enemies to cross the line from the early line into last line back and forth, and a team will win the game if each member of the team completely across the line in the field. For the modification of the game, physical education teachers put some additional rules such as preparing simple questions that should be answered by students while the game. It aims to train concentration and positive social emotion of students when they play the game (Gagnon, 2016). Reward and punishment are also given by teachers as a form of teacher’s care in developing the whole skills of student (Bennie, Peralta, Gibbons, Lubans, & Rosenkranz, 2016).

The traditional game ‘*Gobak Sodor*’ is frequently conducted in the badminton field with the provided standard lines or players can make 9 x 4 m game field in the yard which is divided into six parts. Usually, the border of the lines of the field is marked by chalk. The members of each team have the chance to keep the area of the game safe and they are divided into two group: the group who guards the horizontal line border and the group who guards the vertical line border. For each member of team who guards the horizontal line border, so they will try to obstruct the enemy who tries to pass the line of the game. For the member of team who guards the vertical line border (usually one person), so he has access to the whole vertical line border area which is located in the middle of the field (https://id.wikipedia.org/wiki/Galah_asin).

Based on the rules, this game is excellent as a strategy to teach social skills to students (Mercier, 2013), mainly about personal and group responsibility, communication, and teamwork. Besides that, this game also can stimulate the performance of basic movement skill

of students (Hastie, Valentini, Rudisill, & Chiviacowsky, 2018) and students' thinking skill (Ang & Penney, 2013).

Responsibility

One of the focuses which will be conducted is to make students to be able to have personal and social responsibility in their environment (Pavão, Santos, Wright, & Gonçalves, 2018). Personal and social responsibility can be seen directly in the game, how students are personally responsible with their group to their duty to maintain the border line.

While the game, I try to disturb the concentration of a student who are guarding his area with some unimportant questions, some of the questions as follow:

Researcher: Are you tired?

Student (Initial MR): No...(answering shortly)

Researcher: Just have a seat.

Student (Initial MR): No, I can't allow my enemies pass the line.

Researcher: Why if they pass the line?

Student (Initial MR): My team will lose.

The questions above show the seriousness of students in joining the game, students feel that they have responsibility to win the game, students are annoyed when I disturb their concentration with some unimportant questions. After the game finished and students take a rest, I have some conversations again with some students:

Researcher: How's the game? Fun?

Student (Initial GI): Good, Sir, they can't go through me.

Student (Initial Yz): Tired ... (while drinking ice tea)

Student (Initial FR): I can't be caught, sir.

Researcher: Why are you difficult to be passed? (Asking to GI)

Student (Initial GI): I am a very quick guardian, sir. I can move from right to the left continuously.

Student (Initial FR): I can go through you, remember? (Answering GI's question)

Student (Initial GI): I guard two people, so you can pass.

Researcher: How if we make another game later? Any idea?

Student (GI and FR): How about football?

Student (initial Yz): No, it's only for boys.

Students indirectly implement their responsibility in the game, students try to win the game and maintain their own duty as well as they can to impede enemies crossing their border line. As an evaluation, I also ask some questions to teacher as follow:

Researcher: Is the form given effective in creating students' social skill especially students' responsibility in the game?

Teacher (initial AS): It is effective enough, because students can follow the game with pleasure and able to show active role and responsibility when playing with their friends.

Researcher: How does students' skill in joining the game?

P.E Teacher (initial AS): The skill of students to join the game is good enough, they don't choose friends when playing.

The result of observation in the game and the interview to students and teacher shows the fact that traditional game '*Gobak Sodor*' which is already prepared, can stimulate physical activity and students' responsibility in the game. Students are delightful to know that this traditional game is the native game of their region. The advanced development of technology causes students prefer to choose the game in their gadget rather than play traditional game, they do not know that their region has many kinds of traditional game as the identity of national culture which contains moral and social values (Jacobs, Knoppers, & Webb, 2013).

Teamwork

A game requires teamwork in arranging strategy before the game or while in the game. Physical education as a way to build students' teamwork through sports, it should possess learning approach which aims to improve solidity among students when the play with their team. The main form of teamwork learning in physical education is the giving of full responsibility for students to help each other in achieving physical and social skill (Williams, 2009). The purpose to do teamwork in a game is to create the care to each other and the dependence among players can be realized through the teamwork in the game which can elevate social skills showed by students (Tomme & Wendt, 2015).

The observation was overall conducted whether before the game, in the process of the game, and after the game. Whereas, the interview was conducted after the students took a rest outside the field. The highlight of the interview related to the students' skill in doing teamwork in a game, as follow:

Researcher: Congratulation for your victory. Why you can win the game?

Student (initial FR): Because we make a good team, sir. So we can win the game. (While smiling)

Student (Initial NH): Thank you, sir.

Student (Initial MR): we are serious when playing, sir. There is no one can pass if my turn to guard the border line.

Student (Initial Pr): Yes sir. Teacher had said that, if we want to win the game, we should be solid and should make good strategy before play.

The highlight of interview above shows that one of the ways in winning the game is by doing good teamwork among players. By the teamwork, it will be formed responsibility for the students in doing their duty in the game as well as possible. The role of teacher becomes very important in developing students' positive attitude (Culpan & Stevens, 2017), teamwork, and responsibility to themselves or to the group. The verbal knowledge transfer or teachers' action will decide the psychomotoric and social development of students, because in this stage students enter the concrete operational stage, especially, the thought of students becoming more flexible because it can combine various perspectives and reduce it into the different approach (Piaget & Inhelder, 1969), along that in this stage (physiologically and anatomically) students will be developed into adult (Bolton & Hattie, 2017).

The observation conducted before the game and while the game shows that the game activity runs well. Students can show adequate responses when they play, they can tolerate their friends, and students can maintain the role when they play. This thing is also reinforced by the interview with the teacher as follows:

Researcher: According to you, are students able to show adequate responses to their friends?

P.E Teacher (Initial AS): The response of students is good when they play, it is showed by the spirit to motivate each other.

Researcher: Do students show the tolerance among their playmates?

P.E Teacher (Initial AS): According to me, it is already shown by them. It is proved by the fact that students will help each other if there are students who fall and they share the tools to each other.

Researcher: What about the skill of students in maintaining the role when playing with their playmates?

P.E Teacher (Initial AS): The role of students to play well makes me try to give freedom to them to do the activity even though it is still under my supervision.

Communication

Communication is the main requirement in doing social interaction among people, whether verbal or non-verbal communication. All movement activities and expressions conducted by students in the game show the natural kind of communication. Indirectly physical education can promote social skill and makes students becoming more communicative through the game (Vidoni & Ulman, 2012). As the example, when the preparation of the game, it is seen that the expression of students which shows enthusiasm and pleasure before the game starts (Wallhead, Garn, & Vidoni, 2013). Students are very responsive to listen the explanation given by teacher about the rules of the game. There are some students who directly ask to the teacher about the rules of the game, there are students who explain to their friends that they had done the game before in the school environment, and there are some students who directly offer themselves to be the guardian of the border line in the field.

While in the process of the game, communication becomes one of main keys to win the game (Varea, 2018). There are direct communications among players in the field which aim to improve the team's confidence and maintain the team's solidity. The highlight of conversation of students when the process of the game as follows:

Student (Initial GI): Come on...guard the area carefully, I guard all areas in the middle.

Student (Initial IP): Yes, I am guarding.

Student (Initial MR): You are in the middle, but many enemies can pass you. Let's change position (Answering to GI)

Student (Initial GI): It is just two (answering to MR)

Student (Initial Vr): Let's just play, we will change position later.

Student (Initial IP): Right, stop talking, just guard carefully (adding to Vr)

The highlight of conversation above shows the active communication among players, even while in the game and doing their own duty. In the conversation above, there are cares to keep giving motivation and remind each other, students ignore their individuality for the team's goodness. This kind of social interaction is expected in every kind of game and sport, students will be more communicative, care to each other (Wrench & Garrett, 2015), and pose high motivation in achieving something (Solmon, 2015). This statement is reinforced by the interview with physical education teacher as follow:

Researcher: What about the attitude of students especially when they play with their playmates?

P.E Teacher (initial AS): Students prefer the game which directs to competition and teamwork because students seem to be able to motivate each other in a teamwork.

Researcher: How about the skill of students in communicating at the field?

P.E Teacher (initial AS): Communication in the field is good enough, there is no crash among students.

Researcher: How does the attitude of students when there is a conflict among playmates?

P.E Teacher (initial AS): If there is conflict, students will try to separate the students who get involved in the conflict. If it is difficult to be solved by themselves, students will directly report to their teacher.

The result of interview with physical education teacher shows that the answer given by teachers is appropriate with the experiences they have, it is relevant with the observation result conducted by the researcher. The game which is well designed will form social interaction and through the communication students will understand each other as personal or group.

ACKNOWLEDGMENT

Thank you for my lecturer, Prof. Pamuji Sukoco and Dr. Ria Lumintuarso which supported writing this article.

CONCLUSION

The forming of children's social skill cannot be done instantly, it requires time and continuous learning process in achieving the goal. As explained before, this research aims to build students' social skill through the sport game provided by physical education teacher which covers comprehensive playing activity. That sport game is expected to be able to give stimulation in building character values, responsibilities, communications, and teamworks in the game. The form of the game used in this research is the modification of traditional game 'Gobak Sodor'. The choosing of this traditional game, according to researchers and teacher has fulfilled the whole requirements in building social skill or moral value of students, and also as the form in maintaining the identity of local culture and social construction which are already formed in Special Region of Yogyakarta. The traditional game 'Gobak Sodor' is expected to be able to create social skill or social response of students, such as: personal and group responsibility, teamwork, communication, and the care to each other.

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Based on the result of observation and interview conducted by the researcher, it shows that traditional game '*Gobak Sodor*' can build students' social skill, such as: 1) personal and social responsibility can be seen in the game, how students are personally responsible to their duty in the game and socially responsible to their group to defend the border line, 2) In a game, it requires teamwork to arrange the strategy before the game or while the game. Before and while the game show the game activity which runs well. Students are able to show the appropriate response when they play, and also they can maintain their role when play, and 3) Communication is the main requirement in doing social interaction among people, whether verbal or non-verbal communication. In the game, students show active communication among players. Even though they are playing and doing their own duty, but they still show the care to motivate and remind each other, students ignore their individuality for the team's goodness.

Catatan Reviewer B:

1. Judul Baik.
2. Abstrak-harus disajikan secara benar dan konsisten dengan isi artikel.
Penyusunan abstrak hendaknya disesuaikan dengan yang disyaratkan dari templet jurnal CP, kata-kata Problem statment, purposes, methods, result and discussion tidak perlu ditulis. Harus ada abstrak berbahasa Indonesia.
3. Pendahuluan, hendaknya menganalisis kondisi idealnya, fokus masalah yang akan menjadi pijakan dicarikan alternatif solusi, dan urgensinya dalam penyelesaian masalah.
Di pendahuluan ini Belum ditemukan urgensi fokus masalah yang menjadi landasan urgensi social skills di analisis. Perlu adanya analisis lebih tajam dikembangkan sport games untuk mengembangkan social skills.
4. Metode harusnya bersifat operasional sesuai dengan kondisi saat pengumpulan data, mulai kegiatan menyusun rancangan, pengumpulan data, langkah-langkah pengolahan data, menganalisis data. metode pada Artikel ini masih sebagian besar bersifat teoritis. Metode maksimal 10-15% dari keseluruhan isi.
5. Hasil dan Pembahasan sajian Data penelitian hendaknya disajikan secara naratif, dan komunikatif sesuai dengan aturan penyusunan artikel, bukan data mentah, dari lapangan. Data yang disajikan masih bersifat percakapan langsung, dan belum disusun secara komunikatif sebagai bahasa atau kalimat publikatif.

Dalam templet sudah dijelaskan pembahasan dilakukan secara terpisah dari data hasil penelitian, Pembahasan dilakukan dengan memberikan pemaknaan data atau informasi berdasarkan hasil penelitian sebelumnya atau teori yang relevan. Tidak hanya menempelkan teori atau artikel jurnal semata.

6. Kesimpulan memberikan penekanan pada makna capaian tujuan penelitian tidak hanya ringkasan ringkasan ini terlalu panjang. Dan tidak ada saran sebelum menulis artikel sebaiknya bacalah selingkung yang dipersyaratkan oleh jurnal. di tolak

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Johan Irmansyah johanirmansyah.2017 <johanirmansyah.2017@student.uny.ac.id>

Fwd: [CP] Galley Proof

3 pesan

Endah Retnowati <e.retno@uny.ac.id>

18 Februari 2020 pukul 11.49

Kepada: "Johan Irmansyah johanirmansyah.2017" <johanirmansyah.2017@student.uny.ac.id>, "13711251071 Johan Irmansyah, S.Pd." <13711251071@student.uny.ac.id>

----- Forwarded message -----

From: **Endah Retnowati** <e.retno@uny.ac.id>

Date: Tue, 18 Feb 2020 at 10:47

Subject: [CP] Galley Proof

To: <johanirmansyah.2017@uny.ac.id>

Dear Bp. Johan,

Congratulations, your paper has been accepted to be published at Cakrawala Pendidikan. As part of the publishing process, please see the attached file. We have edited your manuscript and ask you to accept it as is or further clarification.

Secondly, inform us whether you agree with the formulation of the title, and the full name, affiliation, and email address is correct.

Lastly, you will be contacted again regarding the publication fee. Should you have any questions, please do not hesitate to contact us.

Sincerely,

Endah Retnowati, Ph.D.
Associate Editor

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Endah Retnowati
Cognitive psychology, instructional design, mathematics education
Dept. of Mathematics Education
Universitas Negeri Yogyakarta

[Can Collaborative Learning Improve the Effectiveness of Worked Examples in Learning Mathematics?](#)

Retnowati, Endah; Ayres, Paul; Sweller, John

doi: [10.1037/edu0000167](https://doi.org/10.1037/edu0000167)

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 **Johan.docx**
228K

Endah Retnowati <e.retno@uny.ac.id>

20 Februari 2020 pukul 05.20

Kepada: "Johan Irmansyah johanirmansyah.2017@student.uny.ac.id"

Dear Johan,

1. You are required to reply to this email, as a proof of confirmation. See the below email.
2. We do not accept "student's email", you must provide official corresponding email.

Regards,
Endah

----- Forwarded message -----

From: **Endah Retnowati** <e.retno@uny.ac.id>

Date: Tue, 18 Feb 2020 at 10:47

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Johan Irmansyah johanirmansyah.2017 <johanirmansyah.2017@student.uny.ac.id>
Kepada: Endah Retnowati <e.retno@uny.ac.id>

20 Februari 2020 pukul 10.39

Yth. Prof. Endah Retnowati.

Utk email sudah saya ganti dengan email personal, yaitu joevoley@gmail.com

Saya juga menambahkan satu penulis lagi di meta data, atas nama Prof. FX Sugiyanto.

Terima kasih atas kesempatannya, mempublikasikan artikel saya di jurnal Cakrawala Pendidikan.

Pada tanggal Kam, 20 Feb 2020 04.20, Endah Retnowati <e.retno@uny.ac.id> menulis:

Dear Johan,

1. You are required to reply to this email, as a proof of confirmation. See the below email.

2. We do not accept "student's email", you must provide official corresponding email.

Regards,
Endah

----- Forwarded message -----

From: **Endah Retnowati** <e.retno@uny.ac.id>
Date: Tue, 18 Feb 2020 at 10:47
Subject: [CP] Galley Proof
To: <johanirmansyah.2017@uny.ac.id>

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Sincerely,

Endah Retnowati, Ph.D.
Associate Editor

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Endah Retnowati
Cognitive psychology, instructional design, mathematics education
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Endah Retnowati
Cognitive psychology, instructional design, mathematics education
Dept. of Mathematics Education
Universitas Negeri Yogyakarta

3/13/23, 2:46 PM

Email Universitas Negeri Yogyakarta - Fwd: [CP] Galley Proof

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Johan Irmansyah johanirmansyah.2017 <johanirmansyah.2017@student.uny.ac.id>

[CP] Editor Decision: Accept

1 pesan

Endah Retnowati, Ph.D <e.retno@uny.ac.id>

19 Februari 2020 pukul 20.14

Kepada: Johan Irmansyah <johanirmansyah.2017@student.uny.ac.id>

Dear Johan Irmansyah,

We have reached a decision regarding your submission to Jurnal Cakrawala Pendidikan, "CHILDREN'S SOCIAL SKILLS THROUGH TRADITIONAL SPORT GAMES IN PRIMARY SCHOOLS".

Our decision is to: "Accept Your Manuscript".

We will send your manuscript to the copyeditor for preparing the format and layout, and afterwards you will be asked to give approval prior to publication.

Congratulations, and thank you for your kind attention.

Sincerely,

Endah Retnowati, Ph.D
Department of Mathematics Education,
Universitas Negeri Yogyakarta
(Scopus ID: 36006825500)
e.retno@uny.ac.id

Cakrawala Pendidikan
<http://journal.uny.ac.id/index.php/cp>



Johan Irmansyah <joevoley@gmail.com>

[CP] Contribution Fee

4 messages

Cakrawala Pendidikan <cakrawala@uny.ac.id>

Sat, Feb 29, 2020 at 12:50 AM

To: joevoley@gmail.com

Cc: loemin@yahoo.com, fxsugiyanto@uny.ac.id, pamuji_sukoco@uny.ac.id

Dear Johan Irmansyah, Ria Lumintuarso, FX. Sugiyanto, & Pamuji Sukoco,

Congratulations, your article has been accepted in the Cakrawala Pendidikan, Vol. 39, Issue No. 1, February 2020.

To include your article in the publication, this email is to inform you that you are required to pay the contribution fee as much as IDR2.500.000,00. The payment method can be made in cash or Bank transfer.

Office address: Kantor Cakrawala Pendidikan Gedung LPPMP Lantai 4 Universitas Negeri Yogyakarta Karangmalang, Depok, Sleman, Yogyakarta	Bank account: Bank Negara Indonesia (BNI) Number: 079-5595-467 Name: Endah Retnowati Swift Code (for international transfer): BNINIDJA
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The payment should be made by 6 March 2020.

The publication in hardcopy will be available in a few weeks and is open for order (payable). The online version (open access) will available in the "current issue" menu in February, for three months, afterward it goes in the "archives" menu.

Should you have any questions, please do not hesitate to contact us or the editor in chief by email at burhan@uny.ac.id.

Thank you for your kind attention.

Sincerely,

Endah Retnowati, Ph.D

Untuk mendukung "Gerakan UNY Hijau", disarankan tidak mencetak email ini dan lampirannya.

(To support the "Green UNY movement", it is recommended not to print the contents of this email and its attachments)

Universitas Negeri Yogyakarta

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Johan Irmansyah <joevoley@gmail.com>
To: Cakrawala Pendidikan <cakrawala@uny.ac.id>

Sat, Feb 29, 2020 at 2:52 PM

Selamat siang Prof.

Terima kasih atas kesempatannya mempublikasikan artikel kami di jurnal Cakrawala Pendidikan.

Kami ingin menanyakan, apakah pembayaran dilakukan hanya pada tanggal 6 Maret atau bisa sebelum tanggal tersebut?

Jika pembayaran dilakukan melalui transfer di bank, bagaimana proses konfirmasi pembayarannya?

Terima kasih.

[Quoted text hidden]

Cakrawala Pendidikan <cakrawala@uny.ac.id>
To: Johan Irmansyah <joevoley@gmail.com>

Sun, Mar 1, 2020 at 4:12 PM

Selamat siang, Bapak Johan

Pembayaran dilakukan sebelum tanggal 6 Maret.

Setelah melakukan transfer, silahkan kirim bukti transfernya ke email ini.

Terima kasih.

Salam,

Admin

[Quoted text hidden]

[Quoted text hidden]

Johan Irmansyah <joevoley@gmail.com>
To: Cakrawala Pendidikan <cakrawala@uny.ac.id>

Wed, Mar 4, 2020 at 7:09 PM

Konfirmasi Pembayaran Jurnal CP.

[Quoted text hidden]
